DOCUMENT RESUME

ED 105 371 95 CG 400 123

| | |
|---|---|
| AUTHOR | Galant, Richard, Comp.; Moncrieff, Nancy J., Comp. |
| TITLE | Group Guidance. Searchlight: Relevant Resources in High Interest Areas. Update Search 16U-2. |
| INSTITUTION | ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| BUREAU NO | BR-6-2487 |
| PUB DATE | Dec 74 |
| CONTRACT | OEC-3-6-002487-1579 |
| NOTE | 22p.; For related document, see ED C[illegible] 117 |
| AVAILABLE FROM | Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC $1.50, cash or money order must accompany request) |
| EDRS PRICE | MF-$0.76 HC-$1.58 PLUS POSTAGE |
| DESCRIPTORS | *Annotated Bibliographies; Group Counseling; *Group Dynamics; *Group Guidance; *Literature Reviews; Research Reviews (Publications); *Resource Materials |
| IDENTIFIERS | *Searchlight |

ABSTRACT

This updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 91 documents which cover group counseling, group dynamics, types of group and how they function as well as training needed for working with groups. (CJ)

ED105371

# searchlight

*Relevant Resources in High Interest Areas*

## 16U-2 UPDATE SEARCH

Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

Covers group counseling, group dynamics, types of groups, and how thy function as well as training needed for working with groups.
(91 document abstracts retrieved)

$1.50

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CG 400 123

## Group Guidance

# Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

## Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the EDRS Order Blank at the back of this packet.

Doctoral Dissertations

All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $5.00 per dissertation, or in bound photo copy (X) at $11.00 per dissertation from University Microfilms.

To order, give the following information:

1) Order number
2) Author's last name and initials
3) Type of copy desired (microfilm or hard copy)
4) Your name and address (list separately for billing and shipping, if they are different)

Send your order, with payment, to University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

# ERIC Documents

**ED 068 695** VT 017 198
*Shertzer, Bruce*
**Teachers' Guide to Group Vocational Guidance.**
Pub Date 71
Note—74p.
Available from—Bellman Publishing Company, Post Office Box 172, Cambridge, Massachusetts 02138
**Document Not Available from EDRS.**
Descriptors—Career Planning, *Classroom Guidance Programs, Grade 10, Grade 11, *Group Guidance, High School Students, *Occupational Guidance, *Teaching Guides, *Vocational Counseling, Vocational Development
This guide presents a sample program in vocational guidance which may be included as a unit in a subject matter course such as English or social studies, a homeroom program, or as a separate course. Specifically, this program is predicated upon having one classroom meeting a week during which either inexperienced or experienced teachers or counselors help 10th or 11th grade students to become familiar with the world of work and develop tentative occupational plans based on realization of how abilities, interests, and personality may be utilized in the work world. The guide consists of three units covering: (1) The World of Work, (2) Knowing Yourself, and (3) Securing a Job and Progressing in It. The lesson plans for each unit contain objectives, motivational techniques, recommended student assignments, and suggested teacher and student resources. Several sample teaching materials are appended. (SB)

**ED 068 852** CG 007 550
*Stapp, James L. Whittlesey, R. R.*
**Practical Group Counseling for Parents: An Application for the Public Schools.**
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Counseling, Counseling Goals, Educational Counseling, *Elementary School Counseling, Family Counseling, *Group Guidance, Guidance, *Guidance Programs, *Parent Counseling, *Parent School Relationship, Pupil Personnel Workers
In order to provide a direct service to parents and to mobilize a cooperative effort between school and home, a series of group counseling sessions were planned. The project was designed to permit flexibility in group composition, goals attempted, discussion contents, meeting times, and physical arrangements. The initial lack of formal direction stimulated various staff members to promote parent groups with programs divergent in nature. The following groups were started from this frame of reference and have been carried through to termination: (1) a group of junior and senior high school students, teachers, and school personnel; (2) a group for parents of elementary children whose problems were primarily academic but with a wide variety of severity; and (3) a series of discussion groups sponsored in cooperation with the local mental health center. It is hoped that a more formal research policy used in conjunction with periodic follow-up and review will provide sounder direction. (Author/BW)

**ED 068 864** CG 007 569
*Boyd, E. Victor*
**Problem Solving Project, Phases I and II.**
New York State Education Dept., Albany. Bureau of Guidance.
Pub Date 72
Note—61p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Communication (Thought Transfer), Communication Skills, Counseling, *Counseling Goals, Educational Counseling, *Group Counseling, Guidance Counseling, Leaders Guides, *Leadership Training, Problem Solving, Program Descriptions, Schools, *Self Actualization, Self Concept, Student Leadership, Systems Analysis, Trainers
A project designed to put into practice elements of new and tested concepts in the behavioral sciences is described. It contains elements of humanistic education, systems analysis, group counseling and group guidance, and principles known to improve communication between people and to lead to a better understanding of self. The suggestions within this booklet have been tried in schools in the state of New York in classroom and faculty groups and found to work in particular situations. However, they have been designed as an ideal program and have not all been used in a single school situation. The Problem Solving Project, Phase II, is a booklet designed to outline a basic program for the leaders or facilitators of the small groups which serve as instructional tools. A self-learning program for trainers and selection procedures for student leaders and trainers are included. (Author/BW)

**ED 068 874** CG 007 588
*Meyer, Marilyn And Others*
**A Training Method to Teach Paraprofessionals Peer Counseling.**
Pub Date 27 Mar 72
Note—27p.; Paper presented at the American Personnel and Guidance Association Convention, March 23-30, 1972, Chicago, Illinois
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Achievement, College Freshmen, *College Students, Counseling, *Counseling Goals, Counselor Qualifications, Educational Counseling, *Group Counseling, *Nonprofessional Personnel, *Peer Groups, Peer Relationship, Training, *Underachievers
The training methods used to develop peer counselors to colead counseling groups and provide both remedial and preventive counseling to academically able freshmen who have never performed at a level in keeping with their potential are described. Freshman subjects were selected on a voluntary basis from those who scored in the top quartile in the American College Testing Program, but failed to reach a 2.00 grade point average. The differentiating treatment between the experimental and control groups consisted of a peer-led counseling group experience. The "effect" of the group experience on academic behavior was measured by comparing grade point averages of the experimental and control groups. In addition, follow-up data is to be collected for three consecutive semesters. The major body of this report is a verbatim transcript of some of the group sessions. (Author/BW)

**ED 068 888** CG 007 657
*Brown, Duane And Others*
**The Good Group: An Investigation of the Characteristics, Attitudes, and Disposition of its Members. Final Report.**
West Virginia Univ., Morgantown. Dept. of Counseling and Guidance.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-0-C-075
Pub Date Sep 72
Grant—OEG-3-71-0083
Note—49p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Group Dynamics, Group Relations, *Groups, *Sensitivity Training, Sociometric Techniques, *T Groups, *Trainers
This paper attempts to identify those characteristics of a "good group" (sensitivity group) which should be emphasized or fostered if group members are to have a group experience which is meaningful to and productive for them. The research around which this report is based is discussed under the headings of sensitivity training groups, self-disclosure, trust, cohesiveness (interpersonal attraction), ambiguity tolerance locus of control, affect, and personal style. This quest for the elements which compose a vital group leads to a cognizance of the characteristics, attitudes, and dispositions which should be emphasized or nurtured during training. The variables of trust, self-disclosure, and cohesiveness are of current concern to the proponents of the t-group method. The expression of affect variable is another essential ingredient in vital group relations. These variables, in addition to locus of control, ambiguity tolerance, and sixteen personality factors, have been chosen as targets in the inquiry. Implications that the first four variables are related to the differentiation of a good group are found throughout the body of research. Only within the "good" encounter group does one find the unselfish giving and receiving which is sought by a number of people today. (Author/WS)

**ED 069 942** AC 012 963
*Siroka, Robert W., Ed. And Others*
**Sensitivity Training and Group Encounter, an Introduction.**
Report No—GUL-254
Pub Date 71
Note—225p.
Available from—Grosset & Dunlap, New York, New York ($2.95, paperback)
**Document Not Available from EDRS.**
Descriptors—Adults, Bibliographies, Books, Group Dynamics, *Group Therapy, Guides, *Human Relations, Interaction Process Analysis, Interpersonal Competence, Interpersonal Relationship, Personal Growth, Psychology, *Psychotherapy, Role Playing, *Self Congruence, *Sensitivity Training, Social Psychology, T Groups
"Sensitivity Training and Group Encounter" attempts to explore group interaction on many levels--verbal, sensory, and physical. It can be utilized as a model for dealing with various forms of interpersonal relations, from ongoing social issues to the isolation, alienation, and distrust felt by the members of a group. Presented as a guide to this development of means of enhancing human relatedness and individual potential through dynamic group processes are articles representative of the major sensitivity approaches. The techniques, benefits, and sometimes the limitations of group experiences are discussed. Among the topics presented are the conceptual framework, the distinctions among the different kinds of sensitivity and encounter methods, and the history and development of the sensitivity training movement. Separate sections on T-groups, attack approaches, psychodrama, and the marathon are included. Bibliographies are provided following each of five sections in the book, and three appendixes present A. Sensory Approaches. A Selected Bibliography; B. A Selected General Encounter Bibliography; and C. Notes on the Contributors. (Author/DB)

**ED 070 114** CS 500 057
*Murrow, Wayne*

**A Descriptive Study of the Use of PROANA 5: A Computerized Technique for the Analysis of Small Group Interaction.**
Pub Date 72
Note—104p.; Ph.D. Dissertation, The University of Oklahoma
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,140, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Communication (Thought Transfer), *Group Dynamics, *Group Relations, *Interaction Process Analysis, Predictive Validity, Predictor Variables, Sampling, *Statistical Analysis, Statistical Studies
Identifiers—*Computerized Techniques (PROANA 5)
The purpose of this study was to generate descriptive statistical estimates regarding the expected proportion of occurrence of each of the PROANA 5 (Process Analysis) variables (line usage, clique group, detrimental clique group, leadership, and dominance) in small group communication. A second purpose was to determine the expected pattern of interaction when plotting interaction by two-minute intervals. The subjects (N=40, 5-man groups) were randomly selected from the student body of Bethany Nazarene College. In all but two of the variables, the proportion of occurrence met expectations and supported the PROANA 5 assumptions. The two exceptions were the balance of participation and the isolation variables. The data analysis on the two-minute interval data was not conclusive. (Author/LG)

**ED 070 750** SP 005 970
*Sage, Ellis H.* *Rubenstein, Alice*
**Encounter Groups and Change: Behavioral or Self-Report Data?**
Pub Date Mar 72
Note—6p.; Research paper presented at the American Personnel and Guidance Association Convention, Chicago, March, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavioral Science Research, *Behavior Change, Data Analysis, *Group Therapy, *Models, *Self Evaluation
Identifiers—*Encounter Groups
In this study, two hypotheses were tested: (1) Self-report data are unrelated to behavior change; (2) Exposure to competent models of open and helpful behavior increases this skill performance in an encounter group. Two encounter groups were conducted with 18 college students who had the incentive to become more open, honest, and helpful. One group was presented with 1-hour of microlab activities; the other, 1-hour of video tape with instructions and modeling of open and helpful behavior. The Personal Orientation Inventory (POI) was administered before, following, and 3 weeks after each group. Behavioral rating forms for openness and helping were used 50 minutes of each hour by trained raters. The POI data indicated that all participants reported significant change in the positive direction. No significant differences between groups were evident. Although self report data reflected no level effects, behavioral data reflected significant overall level effects on both combined openness and combined helping. The results of the study supported the hypotheses. Six references and 5 tables are included. (Author)

**ED 071 358** EM 010 503
**Introduction to Psychology and Leadership. Part Three; Group Dynamics. Content Outline, Terminal and Enabling Objectives.**
Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0448
Pub Date May 71
Contract—N00600-68-C-1525
Note—55p.; See also EM 010 418 and EM 010 419
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Autoinstructional Aids, *Behavioral Objectives, *Communication (Thought Transfer), *Course Content, *Group Dynamics, Group Relations, Groups, Individual Psychology, Leadership, *Military Training, *Performance Specifications, Programed Instruction, Psychology, Social Psychology
The content is outlined and the terminal and enabling objectives are provided for a curriculum area on group dynamics (see EM 010 424, EM 010 425, EM 010 454, and EM 010 467), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

**ED 073 013** SO 005 319
*Holopainen, Pentti*
**Investigations Into the Instructional Process. VI. Group Work as a Social Interaction Process. A Case Approach.**
Helsinki Univ. (Finland). Inst. of Education.
Pub Date May 72
Note—38p.; Research Bulletin No. 31
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavioral Science Research, Case Studies, Grade 4, *Group Behavior, *Group Dynamics, *Interaction Process Analysis, Models, Social Integration, Social Relations, Taxonomy, Video Tape Recordings
Identifiers—Finland
The aim of this study was to describe and analyze the nature of group work through a series of thirteen video taped classroom lessons for fourth grade students. Using a case approach technique, the emphasis was on methodological problems. The study showed that even the investigation of a single mode of instruction such as group work is a highly complicated task. On the other hand, it revealed the fertility of the use of a theoretical framework in an intensive case approach. It was found that pupils' group work is colored with adapted and task-oriented acts. Five appendices are included in the study: 1) interaction variables- rotated factor matrix; 2) test variables, personality trait assessment and sociometric variables; 3) the general course of a group work lesson -12th lesson; 4) Koskenniemi's sociological individual types; and 5) a list of variables. (FDI)

**ED 073 395** CG 007 833
*Gazda, George M., Ed.*
**Proceedings of a Symposium on the Use of Group Procedures in the Prevention and Treatment of Drug and Alcohol Addiction.**
Georgia Univ., Athens. Georgia Center for Continuing Education.
Pub Date 72
Note—145p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Alcohol Education, *Alcoholism, Conference Reports, *Drug Abuse, Drug Addiction, Drug Education, *Group Activities, *Group Counseling, Group Experience, Group Guidance, Health Education, *Socially Deviant Behavior, Symposia
The theme of the fifth annual Symposium on Group Procedures was "The Use of Group Procedures in the Prevention and Treatment of Drug and Alcohol Addiction." Symposium participants included professionals in counseling, clinical, school, and educational psychology, psychiatry, and social work. In addition, invitations were sent to members of government, law enforcement, and the judiciary. The symposium consisted of the following sessions: a group therapy session; psychodrama intervention with drug addicts; behavior modification with alcoholics; a values-oriented approach to drug abuse prevention education; a game of confrontation with a view to changing the life style of the hard core addict; and the use of fantasy and gestalt therapy with drug addicts. (WS/Author)

**ED 073 404** CG 007 849
*Palmo, A. J.*
**The Use of Cases in the Evaluation of Three Counseling Approaches with Elementary School Children.**
Pub Date May 72
Note—12p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Counselor Performance, Counselors, *Elementary School Counseling, Elementary School Students, Elementary School Teachers, Evaluation, *Group Counseling, *Measurement Instruments, Measurement Techniques, *Parent Teacher Conferences
Identifiers—CASES, Coping Analysis Schedule for Educational Settings
The purpose of the study was to explore the effect of parent and teacher consultation used in conjunction with group counseling on the classroom behavior of first, second, third, and fourth grade children. The instruments selected were in conjunction with the primary purpose of the study; the effect of various counseling approaches on children's classroom behavior. Thus, two instruments were chosen; one the teachers would use to evaluate the children's changes in behavior (Walker, 1968-Walker Problem Behavior Identification Checklist) and a second an objective classroom observer would use to rate children's behavior (Spaulding, 1968-Coping Analysis Schedule for Educational Settings (CASES). The hypothesis that there would be no significant differences among Group Counseling/Parent-Teacher Consultation, Group Counseling, Parent-Teacher Consultation, and Control Group Procedures was not accepted. Results suggest that Parent-Teacher Consultation was the most effective strategy used in the modification of classroom behavior and that CASES was the most valid and accurate measure of behavior change. (Author/SES)

**ED 074 428** CG 007 931
*Conyne, Robert K.* *Silver, Robert J.*
**Effects of Two Experiential Approaches on Attitudes Toward Growth Groups.**
Pub Date Feb 73
Note—13p.; Paper presented at the American Personnel and Guidance Association Convention, February 9-12, 1973, San Diego
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Attitudes, *Changing Attitudes, College Students, *Counseling Programs, Counselors, Experience, Group Behavior, Group Dynamics, *Group Experience, Group Membership, *Groups, Participant Involvement, Participation, *Personal Growth, Research Projects
This study compares the differential effectiveness of two experiential approaches, direct and vicarious, to the induction of change in self reports of attitudes toward personal growth groups. University undergraduate volunteers were assigned and exposed to one of three treatment conditions: 1) a structured, direct experience in a micro-laboratory personal growth group design, 2) a vicarious experience involving the viewing of a filmed personal growth group, or 3) a no treatment control condition. A questionnaire containing six likert-type scale items involving attitudes toward personal growth groups was completed by each subject after exposure to the experimental treatment. Results by the study strongly support the basic assumption that attitudinal changes are accomplished most validly through participation in which individuals are directly involved. These results have clear implications for the counseling professional engaged in conceptualizing and implementing developmental programs that focus entirely or in part on attitude change. (Author)

**ED 074 429** CG 007 934
*Fo, Walter S. O.* *Robinson, Craig*
**Behavior Modification in Group Therapy.**
Pub Date 72
Note—20p.; Paper presented at the annual convention of the American Psychological Association (Honolulu, September, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavior Change, Behavior Development, *Groups, Group Therapy, Group Unity, Helping Relationship, *Intervention, *Learning Theories, Literature Reviews, Models, Therapeutic Environment, Therapy

This paper is a systematic attempt to apply the principles and techniques of behavior modification to process and outcome in group therapy. The framework is derived from learning theory, and is aimed at providing a conceptual model for the understanding and practice of group therapy in which symptom redress is the primary goal. A number of promising therapeutic strategies and techniques evolved directly from the application of a behavioral methodology to groups. These strategies and techniques are presented in the — the development of group cohesiveness, assessment, and intervention. Particular emphasis is placed upon the crucial role of thorough and ongoing assessment. Intervention is comprised of five major therapeutic thrusts, as follows: A.) engaging in graded behavioral tasks both inside and outside the group; B.) training in self-change strategies and techniques; C.) enhancing client motivation and participation in therapy; D.) using group members as therapeutic change agents; and E.) ensuring generalization of newly learned behaviors from the safe confines of the group to the world outside. The advantages and limitations of this approach to group therapy were discussed. (Author)

**ED 074 460** CS 000 420
*King, Norman Anthony*
**The Effects of Group Bibliocounseling on Selected Fourth-Grade Students Who Are Underachieving in Reading.**
Pub Date 72
Note—177p.; Ed.D. Dissertation, University of the Pacific
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-30,788, MF-dm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Bibliotherapy, Grade 4, *Group Counseling, Reading Achievement, Reading Comprehension, *Reading Development, *Reading Improvement, Self Concept, *Student Attitudes, Vocabulary
Identifiers—*Bibliocounseling
This study tested the effectiveness of bibliocounseling, group counseling using books as an adjunct, on 48 fourth-grade boys whose third-grade reading scores fell two or more stanines below their third-grade IQ scores. The Gates MacGinitie Reading Test, Survey D, the San Diego County Inventory of Reading Attitude, and the Self-Concept and Motivation Inventory were administered as pretests and as immediate six-month posttests. For ten weeks, the boys in the two experimental subgroups and the two control group. Two subgroups attended twice-weekly bibliocounseling sessions conducted by the investigator. The boys read orally for 20 minutes from nine award-winning children's trade books featuring a young male protagonist and/or a theme of adventure, humor, or sports. They then discussed the stories according to a procedure adapted from "Reading Ladders for Human Relations," fourth edition, by Crosby. In both posttest administrations, the groups receiving bibliocounseling had significantly higher reading comprehension scores, closely approached the level of significance in vocabulary, and experienced highly significant improvement in their attitude toward reading and their reading self-concept. (Author/TO)

**ED 075 1[illegible]** SE 015 806
*Owen, Steven V. And Others*
**Fluency, Flexibility, and Originality as a Function of Group Size.**
Pub Date Feb 73
Note—14p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Creativity, *Group Dynamics, Instruction, *Problem Solving, *Research
The purpose was to determine the effect of group size on both the total and the average per person fluency, flexibility, and originality of responses to problem solving tasks. One hundred sixty-three college juniors and seniors were assigned at random to groups of one, three, six, or twelve members. All groups were given identical instructions to respond aloud to three problem-solving tasks. Results showed that as group size increased, so did the total group fluency, flexibility, and originality, however, groups with three members were statistically indistinguishable from groups with six members. In terms of flexibility, six-member groups generated no more categories of responses than did twelve-member groups. Results also showed that as group size increased, the per-person contribution tended to diminish, and that groups of six or of twelve members appear to inhibit per-person contributions equally. (DT)

**ED 075 730** CG 007 932
*Davidshofer, Charles O.*
**Career Development Groups: Why We Did It!**
Colorado State Univ., Ft. Collins.
Pub Date Feb 73
Note—7p.; Presented at American Personnel and Guidance Association, San Diego, California, February 9-12, 1973
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Career Choice, Career Planning, *College Students, Counseling, Counseling Effectiveness, Counseling Programs, *Group Counseling, Occupational Choice, *Occupational Information, Program Descriptions, *Vocational Counseling, *Vocational Development
The document presents a program of career development groups initiated in a university setting to meet the increasing demand for vocational counseling, as well as from a general discontent with traditional one-to-one individual counseling. Structured exercises were designed to actively involve participants in occupational information-seeking behavior, while specific tasks taught student to explore the world of work through exposure to campus and community resources. Group members shared information they had gathered during the three one hour sessions when the group met. In addition, personality and interest tests were administered and discussed in relation to other factors that influence a career decision. Specific plans for evaluation were developed and initiated after the program was developed to its present format, thus data available for analysis are limited. The measure of vocational attitude maturity used in the project was Crites' Vocational Development Inventory. (Author/SES)

**ED 082 072** CG 008 124
*Davis, Robert E. Gilliland, Burl*
**Group Experiences for School Counselors. A Program Guide for Group Processes Workshops for School Counselors.**
**Spons Agency—Tennessee State Dept. of Education, Nashville.**
**Pub Date Jul 72**
**Note—42p.**
**EDRS Price MF-$0.65 HC-$3.29**
**Descriptors—*Counselors, Evaluation Methods, Group Dynamics, *Group Experience, Group Guidance, Group Unity, *Leadership Training, *Personal Growth, Role Playing, *Workshops**
**This booklet serves as a basis for an experience-based group guidance workshop for school counselors. By providing activities, practice in methodology, and feedback, the workshop aims at the following objectives: (1) to equip counselors with specific techniques appropriate to group leaders; (2) to encourage counselor creativity in group guidance activities; (3) to promote personal development of group leaders; and (4) to develop improved skills in interpersonal relations. The major techniques employed to meet these objectives consist of brainstorming, achieving consensus, building group unity, and role playing. The booklet discusses five types of group leadership styles and provides evaluation skills related to group activities. Personal growth sessions and communication skills constitute additional emphasis of the workshop. (Author/LAA)**

**ED 082 081** CG 008 189
*Lowe, Joseph M.*
**Improving Interpersonal Relationships among Senior High School Students in A Recently Desegregated School.**
**Alachua County School Board, Gainesville, Fla.**
**Spons Agency—Office of Education (DHEW), Washington, D.C.**
**Bureau No—BR-1-D-071**
**Pub Date Jun 73**
**Grant—OEG-4-72-0012**
**Note—76p.**
**EDRS Price MF-$0.65 HC-$3.29**
**Descriptors—*Changing Attitudes, *Group Guidance, *High School Students, Interpersonal Relationship, Multimedia Instruction, Public Schools, *Racial Attitudes, *School Integration, Self Concept, Values**
**Identifiers—Social Distance Scale, Tennessee Self Concept Scale**
**This pilot project tests the effectiveness of group process techniques and value clarification strategies for changing attitudes of senior high school students participating in a curriculum involving extensive media utilization. Specifically, the study provides opportunities for students: (1) to examine alternatives and to talk about the values and consequences of those finally selected, and (2) to examine the similarities and differences of people, particularly those in racial and religious subcultures. The study involves 30 black students and 30 white students who attended five seminars featuring a free exchange of ideas and feelings. The seminars used books, taped programs, field trips, log books, and value sheets in their instructional approach. Subjects were administered the Tennessee Self Concept Scale and the Social Distance Scale before and after the seminars. Results show that the program achieved some success in modifying attitudes toward self and others. (Author/LAA)**

**ED 082 075** CG 008 154
**A Guide to Personal Exploration Through Group Guidance, K-12.**
**Louisiana State Dept. of Education, Baton Rouge.; Louisiana Technological Univ., Ruston.**
**Pub Date 70**
**Note—58p.; Bulletin No. 1178**
**EDRS Price MF-$0.65 HC-$3.29**
**Descriptors—*Educational Guidance, *Group Guidance, Guides, *Information Needs, Learning Activities, *Occupational Information, *Personal Growth, Social Values**
**This publication presents specific guidelines to be used by counselors and teachers in the implementation of an effective program of individual exploration through group guidance. The program aims at offering students the opportunity to understand themselves and their present and future environments; however, no effort is made to include group counseling activities. Personal, social, educational, and occupational information for students is presented at three levels of development: kindergarten through sixth grade, seventh through ninth grade, and tenth through twelfth grade. At each level, attention is focused on five areas of consideration: (1) unique informational needs of students at that particular level of maturity; (2) suggested group activities to meet these needs; (3) immediately adaptable resource aids for teachers; (4) references teachers can use for in-depth study; and (5) an evaluation to test the effectiveness of the program. Through the use of this guide, priorities may be established for building a continuous, systematic, vertical guidance system to help prepare all students for decision making in their post school environments. (Author/NMF)**

**ED 084 371** CE 000 513
*Meyer, Judy Anderson, Carol*
**The Group Guidance Program: Career Guidance Through Groups. Volume I. Operations Manual.**
Vocational Guidance Service, Houston, Tex.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date 15 Jun 73
Note—308p.; See also CE 000 514
Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 123, MF $1.45, HC $6.00, paper copy also available for $11.00 per set of 2 reports as PB 222 122 SET)
**Document Not Available from EDRS.**
Descriptors—*Career Education, Group Dynamics, *Group Guidance, Manpower Needs,

Manuals, *Occupational Guidance, Occupational Information, Program Planning, *Secondary Grades, Self Concept, Vocational Counseling

The Group Guidance Program is a comprehensive career guidance program designed to prepare young adults for a positive transition from high school to suitable employment or post-high school training. The program materials deal with three major areas: self-awareness, labor market information, and tools for employment. Volume I of a two volume manual reports on how students in the program meet in small groups--based on the assumption that collectively, they are aware of many facets of the world of work and if properly stimulated, can teach one another more effectively than can an adult teach them through formalized presentations. The operations manual is written as a guide to assist school districts and other interested agencies in developing their own operational group career guidance programs. Portions of this document are not fully legible. (Author)

**ED 084 372** CE 000 514

*Turkington, Keith; Anderson, Carol*

**The Group Guidance Program: Career Guidance Through Group Dynamics For Secondary School Students. Volume II. Curriculum Materials.**

Vocational Guidance Service, Houston, Tex.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 15 Jun 73

Note—324p.; See also CE000513

Available from—National Technical Information Service, Springfield, VA 22151 (PB 222 124, MF $1.45, HC $6.00, paper copy also available for $11.00 per set of 2 reports as PB 222 122 SET)

**Document Not Available from EDRS.**

Descriptors—Career Education, Group Dynamics, *Group Guidance, *Instructional Materials, *Occupational Guidance, Occupational Information, *Secondary Grades, Vocational Counseling, *Vocational Development

Volume 2 of a two volume report on student curriculum materials is intended for use in a group career guidance program. Included are group session outlines with complete facilitator instructions and student group materials, either developed or used by the original Group Guidance Program. Most of the group sessions involve the case study method; however, there are other techniques including the usage of pencil and paper, resource persons, and role playing in the context of a task-oriented group guidance process. The curriculum materials are organized under three main headings: self-awareness, labor market information, and tools for employment. (Author)

**ED 084 469** CG 008 476

*Kimball, Ronald; Gelso, Charles J.*

**Self-Actualization in a Marathon Growth Group: Do the Strong Get Stronger?**

Maryland Univ., College Park. Counseling Center.

Report No—RR-6-73

Pub Date 73

Available from—Charles J. Gelso, Counseling Center, University of Maryland, College Park 20742

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—College Students, *Counseling Effectiveness, Group Counseling, *Group Experience, Mental Health, Research, *Self Actualization, Self Concept, *Sensitivity Training, *T Groups

Identifiers—*Personal Orientation Inventory

This study examined the effects of a weekend marathon on the level of self-actualization of college students one and four weeks following their group experience. It also studied the relationship between ego strength and extent of change in self-actualization during a marathon. Generally, the group experience did increase self-actualization and the effects persisted through the fourth week after the group. The possibility of a sleeper effect was discussed, and hypotheses were offered regarding conditions necessary for such groups to be effective. Participants' initial level of ego strength was unrelated to changes in self-actualization. (Author)

**ED 085 611** CG 008 463

*Fromme, Donald K.; And Others*

**Modification of 'Here-and-Now' Affective, Feedback and Empathic Verbalizations in Led and Leaderless Groups.**

Pub Date 71

Note—19p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Affective Behavior, *Behavior Change, *Empathy, *Feedback, Group Dynamics, *Group Therapy, Motivation, Operant Conditioning, *Reinforcement, Research Projects, Therapists

The purpose of the present study was to determine if a procedure could be devised to eliminate the need for a therapist in reinforcing for expressions of affect, feedback, or empathy. Twenty-six male and 22 female undergraduate volunteers were randomly assigned to 12 "human relations" groups, comprising three replications of four conditions: 1. instructions only (I); 2. instructions plus feedback (IF); 3. instructions plus therapist (IT); 4. instructions plus feedback and therapist (IFT). Ss in all four conditions received instructions suggesting that open, frank discussions were facilitated by focusing on each individual's 'here-and-now' feelings, whether positive or negative, by providing feedback about how actions of the others affected S's feelings, and by empathizing or trying to understand the other's feelings. Three therapists were assigned to one replication of each of the two therapist conditions. Ss in the feedback conditions were told that the digital counters with attached red lights which were placed in front of them would provide them with information about how well they were following instructions. Analysis of variance yielded significant effects for feedback and therapist, suggesting that operant techniques may be as effective as the presence of a therapist in a group, and also serve as an important adjunct. (Author)

**ED 085 638** CG 008 579

*Goetz, E. T.*

**Effectiveness of Group Counseling Procedures.**

Calgary School Board (Alberta).

Spons Agency—Alberta Innovative Projects Advisory Board, Edmonton.

Pub Date Sep 72

Note—264p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—Achievement, Attendance, *Counseling Effectiveness, *Counselor Training, *Group Counseling, High School Students, *Individual Counseling, *Research Projects, Truancy

This paper includes both an evaluation of group counseling and a manual for training persons in group counseling. Thirty-five full-time graduate trained counselors were given 30 intensive hours of training in interpersonal skills and group work over a five-week period. In addition to this, all trainees operated a student group in conjunction with the training program and another after their training period as part of the research component. Each of the counselors involved committed a minimum of 50 hours to this program. The most relevant and significant finding is evidence suggesting that both attendance and achievement of students identified as truants and underachievers are significantly improved by both individual and group counseling. However, there is no clear evidence that individual counseling is more or less effective than group counseling. (Author/LP)

**ED 085 644** CG 008 586

*Rolfe, David J.*

**Preparing Groups of Engaged Couples for Marriage.**

Pub Date Oct 73

Note—21p.; Paper presented at the National Council on Family Relations, 16 through 20 October 1973, Toronto, Canada

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Adjustment (to Environment), Communication Skills, Goal Orientation, *Group Discussion, *Interpersonal Relationship, *Marriage, *Marriage Counseling, Money Management, *Program Descriptions, Sexuality, Speeches

This paper outlines a program designed for preparing groups of engaged couples for marriage in circumstances where program time is limited to two afternoon sessions. Six topic areas are covered: Adjustments and Priorities; Communication Skills; Parenthood; Money Management; Religious Dimensions in Marriage; and Sexuality. The method used is one of structured group participation, utilizing short keynote talks, pencil and paper exercises, discussion exercises and open group discussion. Trained paraprofessional facilitators work with each sub-group of four engaged couples. (Author)

**ED 086 911** CG 008 259

*Galassi, John P., Ed.*

**Proactive Groups.**

West Virginia Univ., Morgantown. Dept. of Counseling and Guidance.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date May 73

Note—44p.

Available from—John P. Galassi, Student Counseling Service, West Virginia, Morgantown, West Virginia 26505

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*College Students, *Counseling Services, Feminism, *Group Counseling, Leadership Training, Marriage Counseling, Negro Students, *Program Descriptions, Student Development, *Student Needs

Identifiers—*Assertive Training, College Self Expression Scale, Suinn Test Anxiety Behavior Scale

Several authors describe group counseling programs provided by a university counseling center to meet student needs for developing interpersonal communication skills and self-assertion behavior. In response to these needs, the counseling center provided personal growth groups, a proactive black group, a women's group, a marriage growth group, and a leadership training workshop. In an evaluation of nonassertive students' reactions to an assertive training program, the authors used video feedback and the College Self Expression Scale to conclude that nonassertive students who have not sought counseling and who expressed no need for behavior change reacted favorably to an assertive training outreach program. The report concludes with a study on group treatment of test anxiety in college students by paraprofessionals. (Author/LAA)

**ED 086 916** CG 008 468

*Gruver, Gene Gary*

**Student Development Laboratory Groups: A Short Survey.**

Pub Date Apr 73

Note—11p.; Paper presented at the Eastern Psychological Convention, 14 April 1973, Anaheim, California

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—College Students, *Curriculum Development, *Group Experience, Instructional Innovation, *Laboratory Training, Program Development, Speeches, *Student Development, Surveys, *Teaching Methods

In a description of two kinds of undergraduate courses involving development groups, the author differentiates between one course format that alternates a lecture-laboratory approach and one that makes no distinction between lecture and laboratory components. Both categories, cover a variety of cognitive material such as personality theory, general psychology, therapeutic technique, family relationships, and marriage. Most groups use a modified sensitivity group or therapeutic approach, but role playing, autobiographies, journals, interviewing other and fantasy trips constitute supplemental techniques. While the purposes of the groups range from enhancing self-awareness to improving specific behavior, all groups share some commonalities: 1) students receive credit for taking the course; 2) students must learn specific course content; and 3) students use direct observation of their own behavior as a point of departure. (Author/LAA)

**ED 086 931** CG 008 640

*Pulvino, Charles J., Ed.*

**Summer Workshop in Counseling and Guidance. 1971, 1972, 1973.**

Wisconsin Univ., Madison. Dept. of Counseling and Guidance.

Pub Date 73
Note—294p.; First through Third Annual Workshop Symposium Report
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Administrative Policy, Counseling, Counselor Training, Educational Accountability, *Group Counseling, *Individual Counseling, Skill Development, *Supervisory Methods, Vocational Education, *Workshops

This three-part report covers a series of three workshops which were designed to provide an opportunity for practicing school counselors to improve present skills, to become familiar with new counseling strategies, and to increase proficiency in administering services they provide to their constituents. The first workshop focuses on individual counseling strategies while the second workshop emphasized the use of small groups in counseling, with particular attention to vocational educational materials and programs. The emphasis of the third workshop was upon the use of administrative and supervisory strategies in counseling and guidance, stressing systematic approaches to accountability and evaluation. Procedures employed included large group lectures, audio-video presentations, panel-discussions, small group methodology, and role modeling techniques. (Author/LAA)

# Journal Articles

**EJ 071 034** 090 EM 503 096
**A Study of Group Encounter in Higher Education** Bebout, Jim, *Educational Technology*, v13 n2, pp63-67, Feb 73
•Group Counseling, •Group Dynamics, •Counseling Effectiveness, Higher Education, College Students, Program Evaluation

**EJ 071 463** 210 EM 503 094
**A Fully Equipped Computer-Assisted Group Counseling Research and Training Lab.** Vriend, John, *Educational Technology*, v13 n2, pp57-60, Feb 73
•Group Counseling, •Counselor Training, •Counseling Centers, •Facility Guidelines, Computer Oriented Programs, Research and Development Centers

**EJ 071 711** 270 CG 505 361
**"Touch Me, Like Me": Testing an Encounter Group Assumption** Boderman, Alvin; And Others, *Journal of Applied Behavioral Science*, v8 n5, pp527-533, 72
•Sensitivity Training, •Interpersonal Relationship, •Group Dynamics, •Behavioral Science Research, •Group Experience, Research, Group Therapy
An experiment to test an encounter group assumption that touching increases interpersonal attraction was conducted. College women were randomly assigned to a touch or no-touch condition. A comparison of total evaluation scores verified the hypothesis: subjects who touched the accomplice perceived her as a more attractive person than those who did not touch her. (Author)

**EJ 071 738** 270 EM 503 088
**Demystifying the Group Process: Adapting Microcounseling Procedures to Counseling in Groups** Ivey, Allen E., *Educational Technology*, v13 n2, pp27-31, Feb 73
•Group Counseling, •Counselor Training, •Microcounseling, •Teaching Methods, Practicums

**EJ 071 740** 270 EM 503 093
**New Trends in Technology Management for Training Group Counselors** Tarrier, Randolph B., *Educational Technology*, v13 n2, pp52-56, Feb 73
•Group Counseling, •Counselor Training, •Instructional Media, •Educational Technology, •Teaching Methods, Counseling Centers, Material Development, Video Tape Recordings, [•City University of New York, CUNY]

**EJ 071 741** 270 EM 503 095
**Absentee-Cueing: A Technical Innovation in the Training of Group Counselors** Cohn, Benjamin, *Educational Technology*, v13 n2, pp61-62, Feb 73
•Group Counseling, •Counselor Training, •Teaching Methods, •Microphones, Video Tape Recordings

**EJ 072 602** 090 AA 515 386
**Drug Abuse Prevention: A Behavioral Approach** Warner, Richard W.; And Others, *NASSP Bulletin*, v57 n372, pp49-54, Apr 73
•Drug Abuse, •Prevention, •Behavioral Counseling, •Grade 9, •Group Counseling, Attitude Tests, Counseling Goals
Article describes a drug abuse prevention program conducted by school counselors with ninth grade students. While results are mixed, they do give the practicing counselor some direction in which to move. (Editor)

**EJ 074 180** 090 CG 505 522
**Group Counseling and the Sociometric Status of Second Grade Children** Thombs, Marshall R.; Muro, James J., *Elementary School Guidance and Counseling*, v7 n3, pp194-197, Mar 73
•Elementary School Counseling, •Group Counseling, •Play Therapy, •Counseling Effectiveness, •Social Status, Elementary Grades, Interpersonal Relationship
Results of this study indicate that the groups of children who were engaged in play media counseling showed a greater positive change in social position than did those in the verbal group counseling sessions. When the scores of the counseled group were compared with the control group, a significant difference in favor of the counseled was attained. (Author)

**EJ 074 201** 090 CG 505 577
**A New Approach: Group Counseling with Trained Subprofessionals** Simpson, Lawrence A.; And Others, *Journal of College Placement*, v33 n3, pp41-50, Feb-Mar 73
•Counseling Services, •Placement, •Counseling Programs, •Subprofessionals, •Group Counseling, Group Guidance
A discussion of a project funded by the Esso Education Foundation and conducted at the University of Virginia which integrated group counseling and the use of subprofessional student counselors into the placement operation. Students who participated in the special counseling program achieved the same degree of ultimate placement success as other registrants. (JC)

**EJ 074 205** 090 CG 505 605
**Toward a Replicable Method of Group Career Counseling** Healy, Charles C., *Vocational Guidance Quarterly*, v21 n3, pp214-221, Mar 73
•Vocational Counseling, •Occupational Guidance, •Group Guidance, •Vocational Development, •Career Planning, Careers
A Career Counseling procedure for groups, derived from vocational development theory, is described in detail; field testing having suggested that it is effective and replicable. (Author)

**EJ 075 521** 510 CG 505 524
**Behavioral Consultation and Group Counseling with Potential Dropouts** Randolph, Daniel Lee; Hardage, Nell G., *Elementary School Guidance and Counseling*, v7 n3, pp204-209, Mar 73
•Elementary School Counseling, •Consultants, •Group Counseling, •Consultation Programs, •Dropout Prevention, Dropouts, Behavior Patterns
The findings of this study with respect to on-task behavior and grade point average, provide support for the position that a counselor can serve effectively as a behavioral consultant to teachers. The classroom behavior management approach offered advantages over the client-centered group counseling behavior and grade point average. (Author)

**EJ 075 835** 090 CG 505 673
**Guidelines for Group Experiences in the College and University Counseling Center: A Statement of Opinion** Conyne, Robert K., *Journal of College Student Personnel*, v14 n1, pp63-67, Jan 73
•Student Personnel Services, •Counseling Services, •Group Experience, •Group Counseling, •Human Development, Higher Education
This article is one attempt to relate the general suggestions of the 1972 ACPA proposed statement on the use of group experiences in higher education to the college and university counseling center. (Author)

**EJ 077 319** 040 CG 505 694
**Detention Room Counseling** Salem, Terry, *School Counselor*, v20 n4, pp297-299, Mar 73
•Helping Relationship, •Behavior Change, •Change Agents, •Counselor Role, •Group Counseling, Changing Attitudes
This article describes how the detention room in one school system was changed in favor of group counseling sessions. In the counseling sessions, the counselors could aid students in identifying the problems which disturb them in order to improve self-understanding and status in school. (JC)

**EJ 078 716** 490 CG 505 608
**The Human Potential Movement and Black Unity: Counseling Blacks in Groups** Toldson, Ivory L., *Journal of Non-White Concerns in Personnel and Guidance*, v1 n2, pp69-76, Jan 73
•Black Community, •Identification (Psychological), •Group Unity, •Group Counseling, Group Experience, [•Humaneness]
In this article an attempt has been made to identify Black unity and a discussion of how achieving a sense of collective Black identity, through utilizing skills peculiar to the human potential movement, can serve as a positive force to unite blacks. (Author)

**EJ 078 941** 060 CG 505 761
**Four Approaches to Drug Abuse Prevention among College Students** Swisher, John D.; And Others, *Journal of College Student Personnel*, v13 n3, pp231-235, May 73
•Drug Abuse, •Group Counseling, •College Students, •Prevention, •Program Effectiveness, Intervention
The purpose of this study was to compare the relative effectiveness of four approaches to drug

abuse prevention among college students. This study did not identify any particular approach as being more successful than any other approach with regard to knowledge gained, attitudes changed, or the use of drugs. (Author)

**EJ 078 945** 060 CG 505 798
**A Training Model for Drug Abuse Prevention: Content and Evaluation** Horan, John J.; And Others, *Journal of Drug Education*, v3 n2, pp121-126, Sum 73
*Drug Abuse, *Prevention, *Behavioral Counseling, *Group Counseling, *Behavior Change, Program Content
This article describes the content and evaluation of a training center for drug abuse prevention. Through a series of four workshops teams of students, educators, and community leaders received intensive training in behavioral group counseling focused on alternatives to drug use. Evaluation along several criteria indicated that the goals of the training center were successfully achieved. (Author)

**EJ 079 086** 090 CG 505 724
**A Roleplaying Approach to Influencing Behavioral Change and Self-Esteem** Altmann, H. A.; Firnesz, K. M., *Elementary School Guidance and Counseling*, v7 n4, pp276-281, May 73
*Behavior Change, *Elementary School Guidance, *Role Playing, *Group Counseling, *Problem Solving, Group Dynamics, Self Esteem
This present investigation attempted to assess the effects of a group counseling approach on students of low self-esteem. The results reported by the BRF indicate that by roleplaying typical conflict situations, children learned to cope better with themselves and their environment. (Author)

**EJ 080 791** 090 CG 505 944
**Group Counseling: To Structure or Not To Structure** Landreth, Gary L., *School Counselor*, v20 n5, pp371-374, May 73
*Counseling Effectiveness, *Counselor Role, *Group Counseling, *Group Relations, *Group Guidance, Group Dynamics, Interaction
This article concerning structuring in group counseling discusses a type of structuring which allows a great deal of freedom and permissiveness within the group and at the same time provides a framework within which the group can begin to function. (Author)

**EJ 081 191** 200 UD 502 477
**Problems in Black-White Encounter Groups** Wilkinson, Charles B., *International Journal of Group Psychotherapy*, v23 n2, pp155-165, Apr 73
*Group Experience, *Negroes, *Caucasians, *Race Relations, *Human Relations, Group Relations, Interpersonal Relationship, Racism, Bias, Ethnic Studies

**EJ 081 866** 420 CG 505 896
**Helping the Parents of Children with Leukemia** Knapp, Vrunda S.; Hansen, Howard, *Social Work*, v18 n4, pp70-75, Jul 73
*Family Counseling, *Family Problems, *Adjustment (To Environment), *Group Therapy, *Death, Social Work, Group Relations
When their child is diagnosed with leukemia, parents begin a process of anticipatory mourning. Group meetings with other such parents provide help in living through the process. (Author)

**EJ 082 356** AA 516 470
**Durability of Effects of Group Counseling with Institutionalized Delinquent Females** Redfering, David L., *Journal of Abnormal Psychology*, v82 n1, pp85-6, Aug 73
*Group Counseling, *Delinquents, *Institutionalized (Persons), *Followup Studies, *Concept Formation, Females, Questionnaires, Perceptual Development, Tables (Data)
The current study is a one-year follow-up of an earlier report that group counseling with institutionalized delinquent females resulted in significant gains in the connotative meanings of several concepts. (Author)

**EJ 082 446** CG 506 015
**Preventing Drug Abuse Through Behavior Change Technology** Horan, John J., *Journal of the Student Personnel Association for Teacher Education*, v11 n4, pp145-152, Jun 73
*Drug Abuse, *Group Counseling, *Behavior Change, *Behavioral Counseling, *Learning Theories, Prevention
This article discusses several principles derived from learning theory which aid in understanding the use and abuse of drugs and illustrates their role in behavioral group counseling, a promising new strategy for drug abuse prevention. (JC)

**EJ 082 473** CG 506 042
**Effects of an Encounter Group Experience on Self-Perception and Interpersonal Relations** Hewitt, Jay; Kraft, Marty, *Journal of Consulting and Clinical Psychology*, v40 n1, pp162, Feb 73
*Interpersonal Relationship, *Psychological Studies, *Group Experience, *Self Concept, *Interpersonal Competence, Human Relations

**EJ 082 476** CG 506 04
**Group-Oriented Nature of Traditional Igbo Counselling Systems** Iroaga, Nwabi; Ugorji, Rex, *Canadian Counsellor*, v7 n2, pp86-98, Apr 73
*Group Counseling, *Helping Relationship, *Human Relations, *Group Dynamics, *African Culture, Group Membership, Counseling
This paper outlines the major beliefs and practices underlying Igbo traditional counselling systems. (Author)

**EJ 082 511** CG 506 080
**Communications Games: A Group Counseling Technique** Blaker, Kenneth E.; Samo, Jan, *School Counselor*, v21 n1, pp46-51, Sep 73
*Group Counseling, *Counseling Effectiveness, *Communication (Thought Transfer), *Group Relations, *Games, Group Dynamics, Interaction
The purpose of this article is to describe a successful group counseling project in which communications games were used in hopes that readers will consider games and exercises as a part of their group counseling effort. (Author)

**EJ 084 137** CG 506 178
**Perceived Levels Of Self-Disclosure, Mental Health, And Helpfulness Of Group Leaders** May, O. Phillip; Thompson, Charles L., *Journal of Counseling Psychology*, v20 n4, pp349-352, Jul 73
*Counselor Evaluation, *Helping Relationship, *Group Therapy, *Leadership Styles, *Therapists, Interpersonal Relationship, Therapeutic Environment
Data collected from six university level encounter groups indicated that perceptions of group leader self-disclosure, mental health and helpfulness were all positively correlated. (Author)

**EJ 084 173** CG 506 214
**Social Group Work Theory** Rosenthal, William A., *Social Work*, v18 n5, pp60-65, Sep 73
*Social Work, *Theories, *Group Dynamics, *Group Structure, *Social Psychology, Counseling, Helping Relationship
Failure to distinguish between prescriptive and descriptive theory, to grasp the social group-work group and its context as a distinctive whole, and to take account of the worker's intentions have hampered the development of theories of social group work. This article discusses these concepts. (Author)

**EJ 084 178** CG 506 219
**An Elementary Counselor? What On Earth Do You Do?** Boggus, Shirley, *Texas Personnel and Guidance Association Journal*, v2 n2, pp111-116, Sep 73
*Elementary School Counselors, *Counselor Role, *Occupational Guidance, *Group Guidance, *Student Needs, Rapport, Individual Development
This article shares programs tried in one elementary school setting, programs that gained positive acceptance and approval from children, teachers, parents, and administrators. (Author)

**EJ 085 756** CG 506 406
**Research And Innovation In Elementary School Guidance And Counseling** Kern, Roy M.; And Others, *Elementary School Guidance and Counseling*, v8 n1, pp68-70, Oct 73
*Elementary School Counseling, *Feedback, *Group Counseling, *Self Concept, *Teacher Attitudes, Elementary School Students, Personality Tests
Children in grades four through six were assigned to three experimental groups—one that received group counseling (GC), one that participated in non-counseling (called the HC or halo consultation group) and one control group. Pre- and post-testing with the Walker Behavior Identification Checklist and the California Test of Personality showed significant improvement in the experimental groups. (EK)

**EJ 085 757** CG 506 407
**Structured Group Experiences** Bender, Robert C., *Elementary School Guidance and Counseling*, v8 n1, pp71-73, Oct 73
*Communication (Thought Transfer), *Group Activities, *Group Counseling, *Elementary School Counseling, Elementary School Students, Identification, Interaction, Peer Relationship, Listening
Two activities designed for use in elementary school group work are described. In Activity I, "Pass It On," a succession of children repeat a story showing how communication can be distorted when people don't listen. Activity II is designed to demonstrate the similarity of feelings among peers: children complete short stories begun by the leader and supply adjectives to describe them. (EK)

**EJ 085 760** CG 506 410
**All-Women's Groups: A View From Inside** Halas, Celia, *Personnel and Guidance Journal*, v52 n2, pp91-95, Oct 73
*Females, *Adult Counseling, *Group Counseling, *Group Membership, *Counseling Effectiveness, Helping Relationship, Group Dynamics
All-women's counseling groups are the subject of controversy among counselors. This article presents a rationale for such groups, discussing several ways in which women find them more therapeutically helpful than mixed groups. (Author)

**EJ 084 178** CG 506 219
**An Elementary Counselor? What On Earth Do**

**You Do?** Boggus, Shirley, *Texas Personnel and Guidance Association Journal*, v2 n2, pp111-116, Sep 73

*Elementary School Counselors, *Counselor Role, *Occupational Guidance, *Group Guidance, *Student Needs, Rapport, Individual Development

This article shares programs tried in one elementary school setting, programs that gained positive acceptance and approval from children, teachers, parents, and administrators. (Author)

**EJ 085 760** CG 506 410

**All-Women's Groups: A View From Inside** Halas, Celia, *Personnel and Guidance Journal*, v52 n2, pp91-95, Oct 73

*Females, *Adult Counseling, *Group Counseling, *Group Membership, *Counseling Effectiveness, Helping Relationship, Group Dynamics

All-women's counseling groups are the subject of controversy among counselors. This article presents a rationale for such groups, discussing several ways in which women find them more therapeutically helpful than mixed groups. (Author)

**EJ 087 137** AA 516 783

**Group Psychotherapy with Obese Adolescent Females** Snow, David L., Held, Mark L., *Adolescence*, v8 n31, pp407-14, F 73

*Group Therapy, *Adolescents, *Females, *Physical Health, *Self Esteem, Social Attitudes, Social Problems, Psychology

The purpose of this paper is to discuss four major themes which have emerged in the group treatment of obese adolescent females. (Author/RK)

**EJ 087 281** AA 517 104

**Group Approaches to Counselling** Randolph, Daniel, Thompson, William, *Southern Journal of Educational Research*, v7 n2, pp66-79, Spr 73

*Counseling Effectiveness, *Group Counseling, *Educational Research, Counseling Goals, Counseling Programs, Elementary School Counseling, Group Guidance

The purpose of this study was to asses the relative effects of two different group approaches to counseling and a placebo on measures of self-concept, interpersonal relationships, and school adjustment. (Editor)

**EJ 087 327** CE 500 165

**The Effect of Group Counseling in a Rehabilitation Facility as Measured by the Minnesota Satisfaction Scales** Lancy, James C., Lewis, G. Frank, *Rehabilitation Research and Practice Review*, v4 n2, pp1-5, Spr 73

*Group Counseling, *Rehabilitation Counseling, *Self Concept, *Vocational Adjustment, Rehabilitation Centers, Group Dynamics, Personality Tests, Behavior Rating Scales, [ Minnesota Satisfactoriness Scale]

A study of eight clients of Goodwill Industries of Lubbock, Texas concludes that the use of group counseling in a rehabilitative facility can assist clients in enhancing their self-concept and improving their work satisfactoriness. (EA)

**EJ 087 572** CG 506 537

**Dynamics of a Counseling Group: The Counselor as Leader** Glotzer, Shelly, *Journal of the International Association of Pupil Personnel Workers*, v17 n4, pp184-187, Sep 73

*Counseling Effectiveness, *Counseling Theories, *Counselor Role, *Group Counseling, *Personality Theories, Counseling Goals, Group Dynamics, Leadership Responsibility

The counselor is important for effective functioning of a group. Many interactions evolve from his presence and the client's subsequent struggles to be dependent and independent. The various phases in this struggle are explained as is their relation to Freudian theory. (EK)

**EJ 088 615** SO 502 318

**Massed Group Desensitization in Reduction of Test-Anxiety** Dawley, Harold H., Jr., Wenrich, W. W., *Psychological Reports*, v33 n2, pp359-363, Oct 73

*Desensitization, *Anxiety, *Group Behavior, Testing Problems, Control Groups, Conditioning, Behavior Change, Psychological Studies, Group Therapy

The results of this study of two groups of nursing students, one administered desensitization sessions, the other not, agree with earlier studies which indicate that massed group desensitization is an efficient and efficacious procedure for the reduction of anxiety-based disorders. (Author/KM)

**EJ 088 617** SO 502 320

**Treatment of Test Anxiety by Group Implosive Therapy** Dawley, Harold H., Jr., Wenrich, W. W., *Psychological Reports*, v33 n2, pp383-388, Oct 73

*Anxiety, *Conditioning, *Group Behavior, Testing Problems, Control Groups, Behavior Change, Stimuli, Group Therapy, [*Implosive Therapy]

Designed to study implosive therapy with groups, this use of a behavioristic technique, which reduces unadaptive anxiety by emphasizing the presentation of the highly anxiety-evoking stimulus until the stimulus is no longer able to evoke anxiety, failed to produce a significant difference between control and therapy groups. (Author/KM)

**EJ 089 246** CG 506 570

**Effects Of Principal Actor Time Structuring On Goal Attainment In Group Counseling** Jessell, John C., Bush, John F., *Counselor Education and Supervision*, v13 n2, pp105-110, Dec 73

*Counseling Effectiveness, *Group Structure, *Counseling Goals, *Group Counseling, *Therapeutic Environment, College Students, Secondary School Students

Subjects were 84 university and high school students. Data was obtained from responses to a behavioral goal questionnaire and the Truax Relationship Inventory. Structuring of group counseling through the use of principal actor time did not result in differential goal attainment between clients of structured or unstructured groups. Neither was any significant difference noted in the measured therapeutic relationship achieved between counselors and clients of the respective groups. (Author)

**EJ 089 255** CG 506 579

**Recommended Changes And Additions To APGA Code of Ethics To Accommodate Group Workers** Gazda, George M.; And Others, *Counselor Education and Supervision*, v13 n2, pp155-157, Dec 73

*Group Counseling, *Group Therapy, *Ethics, *Professional Associations, *Standards, Confidentiality, Counseling Goals, Professional Services, Fees

Based on material received from 20 sources (individuals and associations) and on his own opinions and those of his graduate student coworkers, the author compiled a list of suggestions for revision of those parts of the American Personnel and Guidance Association Code of Ethics relating to group work. The recommendations included in the article were also presented to the APGA Ethics Committee at the APGA Convention in Chicago, 1972. (EK)

**EJ 089 258** CG 506 582

**Leaderless Groups: A Review** Seligman, Milton; Desmond, Richard E., *Counseling Psychologist*, v4 n2, pp70-84, 73

*Group Counseling, *Self Directed Groups, *Interaction Process Analysis, *Helping Relationship, *Individual Psychology, Psychotherapy, Group Dynamics, Leadership, Peer Groups, Literature Reviews

The major thrust of this review is on the leaderless technique as it applies to counseling/psychotherapy groups. The first section explores leaderless groups as they have been used for a variety of different endeavors. Section Two is written with an historical perspective. Section Three details existing research on the efficacy of leaderless therapy groups and Section Four includes a summary, recommendations for research and trends in practice. (Author)

**EJ 090 859** CG 506 632

**Identification and Therapeutic Effectiveness in Group Therapy** Jeske, J. Oscar, *Journal of Counseling Psychology*, v20 n6, pp526-530, Nov 73

*Group Therapy, *Group Dynamics, *Identification (Psychological), *Counseling Effectiveness, Group Relations, Self Actualization

The purpose of this study was to determine whether identification with members in group therapy has a relation to progress in therapy. Results indicated that the incidence of identification was significantly higher for group members who showed positive change in therapy (p less than .05) than for members who did not show a positive change. Furthermore, a positive correlation (r equals .65) was found between the frequency of identification and change in therapy. (Author)

**EJ 090 989** CG 506 772

**Effects of Leadership Style On Content and Work Styles of Short-Term Therapy Groups** Lewis, Jim; Mider, Paul A., *Journal of Counseling Psychology*, v20 n2, pp137-141, Mar 73

*Leadership Styles, *Therapists, *Group Counseling, *Interpersonal Relationship, *Interaction, Patients (Persons), Leader Participation, Psychiatric Hospitals, Self Expression, [ Hill Interaction Matrix]

Groups in the experimental condition were significantly more member and work centered than groups in the cognitive condition. The results supported the implication that an experiential leadership style possesses greater potential for member-related discussion (content) and member-centered interaction (work). (Author)

**EJ 090 949** CG 506 732

**Comparison Of Experimental Group Guidance And Individual Counseling As Facilitators Of Vocational Development** Smith, R. Douglas; Evans, John R., *Journal of Counseling Psychology*, v20 n3, pp202-208, May 73

*Individual Counseling, *Experimental Groups, *Group Guidance, *Vocational Development, *Guidance Programs, College Students, Vocational Counseling, Occupational Guidance, Decision Making, Educational Counseling

The experimental treatment was more effective in increasing vocational development than either the individual counseling or control treatments, and individual counseling was more effective than the control treatment. No differences were found among groups in regard to individual counselors, sex of students, or in student counseling assessments. (Author)

EJ 090 998 CG 506 781

**The Marathon Group Hypothesis: An Unanswered Question** Marks, Stephen E.; And Others, *Journal of Counseling Psychology*, v20 n2, pp185-187, Mar 73

*Evaluation Methods, *Measurement Techniques, *Research Design, *Group Counseling, *Research Problems, Self Actualization, Reliability, Statistical Analysis, [ Personal Orientation Inventory]

The authors of this article contend that the Guinan and Foulds study was inadequately designed and executed, and the results indicate little of the "usefulness" of the test, much less illuminate the important hypothesis central to the investigation. Specific suggestions for further research in marathon group evaluation are made. (Author)

EJ 091 975 SP 502 294

**Group Counseling and Remediation: A Two-Faceted Intervention Approach to the Problem of Attrition in Nursing Education** Rubin, Howard S.; Cohen, Helen A., *Journal of Educational Research*, v67 n5, pp195-8, Jan 74

*Underachievers, *Nursing, *Group Counseling, *Group Therapy, Low Ability Students, Remedial Instruction

This study was designed to investigate brief group therapy for underachievement and remediation for deficiencies in basic skills to determine their effectiveness in reducing the attrition rate of nursing students. (Authors/JA)

# Doctoral Dissertations

THE EFFECTS OF MARATHON GROUP COUNSELING ON SELECTED SELF-CONCEPT FACTORS OF FUTURE TEACHERS

James Spencer BAILEY, Ed.D.
Oklahoma State University, 1973

SCOPE AND METHOD OF STUDY: The primary purpose of this study was to determine the effect of two kinds of counseling procedures on selected self-concept factors for students enrolled in Educational Psychology courses at Oklahoma State University during the fall term, 1972. The counseling procedures used were Encounter and Transactional Analysis.

The participants who volunteered to take part were randomly divided into two Encounter groups, two Transactional Analysis groups, and control. Each participant was given a pretest and posttest using the California Psychological Inventory. Treatment for the Encounter and Transactional Analysis consisted of one ten-hour marathon for each of the four groups involved in treatment. Three scales of the CPI were used to define self-concept. They were Social Presence, Self-Acceptance, and Socialization.

The statistical analysis used for determining overall significance was the Analysis of Covariance. Orthogonal contrasts were used to determine significance between the two treatments and treatment and control. A test of significance of individual scores using .15 as the level of significance was employed to determine changes in self-concept for individual subjects.

FINDINGS AND CONCLUSIONS: No significance was statistically determined either between treatment and control or between the two treatments. Some small significance was found involving scores of individuals. Because there was no evident pattern in these scores, the significance was determined to be probably present by chance. Order No. 74-7955, 67 pages.

A DIFFERENTIAL APPROACH TO ORIENTATION TO GROUP COUNSELING

Arland Neles BENSON, Ph.D.
University of Minnesota, 1973

The study compared the effects of different orientation procedures using video taped models of group member interaction upon the awareness of and receptivity to the interaction processes in group counseling without diminishing the perceived value of group counseling. Comparisons of relative effectiveness were made between conditions of similarity and dissimilarity of subject's preferred mode of interaction, as measured by the HIM-B, and the nature of the orientation model's group interaction, as rated by the Hill Interaction Matrix Statement by Statement (HIM-SS) rating system.

The subjects, sixty female and twelve male college students majoring in elementary education, were randomly assigned to one of three treatment conditions after being ranked on the HIM-B, an inventory measuring preferred mode of group interaction, so that equal numbers of subjects in each treatment group were above and below the HIM-B median. Treatment 1 consisted of viewing a twenty minute video taped group counseling segment which had a relatively low HIM-SS rating. Treatment 2 consisted of viewing a relatively high HIM-SS rated video taped counseling segment, and Treatment 3 was an inactive control procedure. The low HIM-SS rated orientation model had more of a "then and there" and less of a "here and now" focus of interaction and contained less interpersonal risk and more intellectualism than the high HIM-SS model.

The Group Counseling Survey, which was administered on a pre-post basis to all groups, consisted of a twenty-two item R-scale (receptivity to group processes) and a twelve item V-scale (perceived value of group counseling). The R-scale included awareness and attitudes toward feedback, risk-taking, "here and now" processing, and realistic group counseling goals. The V-Scale included attitudes toward potential transfer value of group counseling in terms of time priority and stress, and intentions to participate.

The mean scores on the R-scale and V-scale were analyzed using a one- and two-way analysis of co-variance with pretest scores as the co-variate. The results did not support the prediction that the effect of viewing a video taped group counseling orientation model increased receptivity toward the interaction processes in group counseling (R-scale) at the .05 level; however, the p-value of .16 and an inspection of the obtained changes in R-scale means indicated some increase for the subjects viewing the high HIM-SS model. The results for the V-scale indicated that there was not a significant decrease effect from viewing either orientation model.

The hypothesis that there would be a significant interaction effect of HIM-B scores and HIM-SS model rating for the R-scale was not supported by the results at the .05 level (p-value = .22); however, there was a trend in the predicted direction of greater R-scale increases for conditions of similarity of subject preferred mode of interaction and model interaction in the low HIM-SS model. The interaction hypothesis for the V-scale was also not supported (p-value = .62), nor did an inspection of the means indicate any trends. Group counseling application and attendance activities did not appear to be affected by the orientation procedures.

An analysis of items on the R-scale indicated some increase of awareness of group counseling goals and agendas for the high HIM-SS group, but neither orientation model showed any effect on attitudes toward feedback and self-disclosure. Item analysis of the V-scale indicated the possibility of increased concern about the potential dangers of group counseling and the transfer value of group counseling.

The results indicate that modeling can be considered as only one component of a group counseling orientation program along with informational and participation procedures. Further research with male subjects and subjects in the early stages of participation in group counseling is suggested.
Order No. 74-685, 153 pages.

A COMPARATIVE STUDY OF ETHNIC VERSUS DOMINANT CULTURE GROUP COUNSELING, AN INTERACTION PROCESS ANALYSIS

Vincent CIAPAMELLA, Ph.D.
Fordham University, 1973

Mentor: Robert Naun

The purpose of this study was to examine the effect of ethnic group counseling on groups of sixth grade Puerto Rican children attending an inner city Intermediate School. This study investigated six groups, three experimental and three control. The experimental groups had, over the twenty weeks of the treatment, great emphasis and value placed on the Spanish language, Puerto Rican culture, and ethnicity. The control groups

conducted by the same group leader as had led the experimental groups, avoided all discussion or input of ethnic material. In all other areas group leader input was intended to be equivalent.

From the total sixth grade population of students of Puerto Rican ancestry, forty-eight boys and girls were randomly chosen. Random assignments of ten boys and fourteen girls were made to the three experimental and three control groups, forming six groups, each with eight members.

In order to determine change as a result of the experimental variable, video tapes were made of four selected sessions (3, 8, 13, and 19) for each of the six groups. Trained raters, three bilingual and three Anglo, viewed each of the video tapes and subsequently evaluated each session using the Hill's Interaction Matrix (G). An ethnic preference questionnaire was constructed by the researcher and administered to all the group members at the final group session in order to be sure that the experimental variable of ethnic input was in fact operative in the experimental groups and non-operative in the control groups. The ethnic preference questionnaire was administered at the final group session so as to minimize contamination of the control groups with ethnic material. Group members were asked to respond to ten ethnic (Puerto Rican) related statements in terms of how they felt the group leader might respond.

Statistical techniques were applied with the following results. (1) A significant difference in response on the ethnic preference questionnaire between the experimental and control groups appeared to indicate that the experimental groups viewed the group leader as decidedly ethnic, while the reverse was true for the control groups. (2) No significant difference was seen between the experimental and control groups in terms of the various group leader dominance and member dominance ratios, which are derived from the H.I.M.-G. There appeared to have been equivalent input for both experimental and control groups in terms of group leader and member input. (3) No significant difference was discovered in group development or interaction as a result of ethnic input into the group counseling setting. In none of the 16 Hill categories of group interaction was there a significant difference in group development in favor of the ethnically counseled group. In two categories however, (2 and 10) there was an unexpected effect. These two categories did exhibit a significant difference as a result of the treatment variable of ethnic input. The difference, however, was demonstrated by higher group scores for the control group versus the experimental group. Except for categories 2 and 10, wherever extensive growth appeared in terms of higher group scores, it appeared equally in both the experimental and control groups.

The experimental data in this study indicated that the input of the treatment variable of ethnic material by the group leader, with sixth grade Puerto Rican students, did not produce significantly higher group scores on the H.I.M.-G in terms of group development and interaction in the experimental groups over the control groups. Order No. 73-26,707, 175 pages.

## EFFECTS OF GROUP COUNSELING ON FRESHMEN NURSING STUDENTS

Lucile M. COHN, Ph.D.
Marquette University, 1972

Nurses are artists who create comfort, well-being, and bring patients to optimum functioning, physically and emotionally. They learn a difficult discipline based on scientific principles, expressed in skills, techniques and attitudes toward people.

Studies reveal that students who go into nursing bring with them universal, personal, and cultural problems and they need, as an integral part of their education, to enhance self-understanding and gradual resolution of whatever problems that confront them: problems of ideals and values, conformity, racism, insecurity, perfectionism, or struggles against the lack of self-esteem.

This study was designed to test the hypotheses that there is no significant difference between group counseled and non-counseled nursing students in decreasing dogmatism and authoritarianism, and in improving self-concepts.

Sub-problems investigated included: the effect of group counseling upon nursing students' academic performance, the effect of group counseling on holding students in school, and the effect of group counseling in improving students' interpersonal behaviors and attitudes toward others.

This was a three-year control-experimental group study carried out with two freshmen classes entering schools of nursing in September, 1968. Students from one school constituted the control (non-counseled) group and students from the second school comprised the experimental (counseled) group. Client-centered counseling sessions, for one hour, for twenty-five weeks, during the beginning of the students' nursing education, was the treatment.

Rokeach's Dogmatism Scale was utilized to measure dogmatism and authoritarianism and the Butler-Haigh Q Sort, to measure self-concepts. Each was administered to both groups before the treatment was initiated, immediately at the close of the counseling sessions, and three succeeding post-tests were administered, the final one prior to graduation in June, 1971. An investigator-constructed check list for the instructors' evaluation of the nursing students' attitudes and behaviors was completed by the two groups of teachers who had consistently observed them during the three years of nursing education.

Analyses of the difference between testings demonstrated that the groups differed significantly, statistically, in measured dogmatism and authoritarianism as well as in self-concepts.

There was, in three of the nine grading periods, a significant difference in grade point averages, but in favor of the control group. There seemed to be several reasons why no measurable change was effected in the experimental group in the area of academic performance. Content of the group sessions concerned itself mainly with self-images, student-faculty-personnel relationships, and not with problems encountered relative to classroom matter; and students expressed no concern with academic competition. They used their energies to involve themselves in numerous extra-curricular activities--cultural and social. An interesting fact of the G.P.A. situation is that the entire class of the counseled group passed the State Board Examination whereas five of the control group failed.

There was no significant difference between the two groups in attrition rate during the three year period. The Instructors' Student Evaluation Sheets revealed a statistically significant difference between the two groups in interrelationships, in favor of the experimental group.

Support is drawn from the investigation that group counseling may be effective in stimulating growth among beginning nursing students in the areas of decreased dogmatism and authoritarianism, in improving self-concepts and interpersonal relationships. It can be suggested further that the interaction dynamics inherent in the nursing classroom does not alone provide significant improvement in students' attitudes toward others and themselves.

It is postulated that constructive attitudinal, behavioral and self-concept change came about, at least in part, because the students perceived and experienced a certain psychological climate during the group counseling sessions which facilitated change. Order No. 73-8265, 156 pages.

## AN INVESTIGATION OF THE EFFECTIVENESS OF GROUP VERSUS GROUP-INDIVIDUAL COUNSELING WITH POTENTIAL HIGH SCHOOL DROPOUTS

Harold Boyd EASTERWOOD, Ph.D.
University of Southern Mississippi, 1973

Statement of the Problem: -- The problem was to study the effectiveness of group counseling as compared to group plus individual counseling on selected characteristics between groups, between the sexes, and between the races of potential

high school dropouts, enrolled in R. H. Watkins High School, Laurel, Mississippi for the 1971-1972 school year, who are intellectually capable of completing the academic program.

More specifically the objectives of this study were concerned with a comparative investigation of the effectiveness of group counseling at different times of the day, (a.m. vs. p.m.) and the effectiveness of group plus individual counseling upon the races and sexes.

Purpose of the Study: — The basic questions this study sought to answer were as follows:

1. Were there any statistically significant differences in the total positive concept scores between the groups, races, and sexes at the completion of each period of the experiment?
2. Were there any statistically significant differences in the total adjustment scores between the groups, races, and sexes at the completion of each period of the experiment?
3. Were there any statistically significant differences in the personal adjustment scores between the groups, races, and sexes at the completion of each period of the experiment?
4. Were there any statistically significant differences in the social adjustment scores between the groups, races, and sexes at the completion of each period of the experiment?
5. Were there any statistically significant differences in the average-daily-attendance between the groups, races, and sexes at the completion of each period of the experiment?
6. Were there any statistically significant differences in the average citizenship grades between the groups, races, and sexes at the completion of each period of the experiment?
7. Were there any statistically significant differences in the grade-point-averages between the groups, races, and sexes at the completion of each period of the experiment?

Procedures: — Subjects for the investigation were thirty-two senior high school pupils randomly selected from a group of 174 pupils found to possess characteristics indicative of dropouts. By stratified randomization the subjects were placed into two counseling groups of eight pupils each and one control group of sixteen pupils. The groups were one-half black and one-half white; one-half were male and one-half female.

The two counseling groups ($G_1$ and $G_2$) met twice weekly for hourly counseling sessions. Group One ($G_1$) met each Tuesday and Thursday mornings while Group Two ($G_2$) met in the afternoons on the same days during the Action Period which had a duration of eighteen academic weeks.

Group Three ($G_3$) was composed of nine students who attended either $G_1$ or $G_2$ group sessions that came voluntarily to the investigator for individual counseling.

The control group, termed $G_4$, received only the standardized testing at the designated times, but no counseling.

The four administrations of the Tennessee Self Concept Scale and the California Test of Personality, were termed $T_1$, $T_2$, $T_3$, and $T_4$.

The counseling procedure provided for a loosely-structured discussion centered around topics of mutual interest to the individuals in the groups with the focus of attention upon some aspects of interpersonal relationships. The eclectic approach was used in facilitating the discussions while a position of neutrality was maintained by the investigator-counselor.

The data were treated by using an appropriate three-way analysis of variance, simple and grouped frequency distribution, means, standard deviations, and "F" test.

The seven hypotheses were tested as to main and interaction effects at the .05 level of significance.

## Conclusions

1. In total positive concept, significance at the .05 level was found for the races in $G_1$ at the end of the Postwait Period.
2. In total adjustment, significance at the .05 level was found for the races in $G_2$ at the end of the Postwait Period.
3. In personal adjustment, $G_1$ achieved significance at the .05 level at the end of the Postwait Period.
4. In social adjustment, groups and sexes achieved no significant differences at the .05 level. The races achieved the .05 significance level in $G_1$ and $G_3$ at the beginning of the Prewait Period and in $G_1$ and $G_3$ at the end of the Postwait Period.
5. In average-daily-attendance no significant differences at the .05 level were found for groups, races, or sexes at any of the four testing times.
6. In comparisons of average citizenship grades significant differences at the .05 level were found for the sexes in $G_2$ at the end of the Prewait Period and for $G_3$ at the end of the Prewait and Action Periods.
7. In comparisons of grade-point-averages, significance at the .05 level was found for $G_2$ at the end of the Action and Postwait Periods. Races and sexes did not achieve significance at the .05 level.
8. Comparisons of the morning and afternoon groups ($G_1$ vs $G_2$) revealed that more positive gains in criterion mean scores from the beginning to the end of the experimental period ($T_1$ to $T_4$) belonged to $G_1$.
9. Comparisons of criterion mean scores for the groups that received group counseling with the group that received group plus individual counseling revealed that the latter experienced more positive gains during the experimental period.

Order No. 73-31,993, 213 pages.

## THE EFFECTS OF GROUP EXPERIENCES ON COLLEGE RESIDENT ADVISORS AND THEIR ADVISEES

Phyllis Leah ELLSWEIG, Ed.D.
Lehigh University, 1972

This study investigated the effect of two kinds of encounter group experiences as part of a training program for college resident advisors. Under investigation was the efficacy of using these experiences to improve dimensions of self-actualization in the resident advisors (RAs) and to reflect such improvement in the advisees who were in their charge.

Subjects for the study were 24 resident advisors of East Stroudsburg State College and a random sample of 120 of their advisees. The resident advisors were assigned randomly within limitations of sex to a marathon encounter group, a time-extended encounter group, and a control group. Subjects assigned to the marathon encounter group met for 18 hours interrupted only for meals. Subjects assigned to the time-extended encounter group met for one and one-half hours each week for 12 weeks for a total of 18 hours. Subjects assigned to the control group received no encounter group experience.

Both treatment groups used structured and nonstructured exercises followed by discussion of their perceived meanings and learning value. A male Ph.D. psychologist was responsible for both encounter groups.

All RAs completed the Personal Orientation Inventory (POI) and the Tennessee Self Concept Scale (TSC) before and after the treatment period. Pretest-posttest difference scores were analyzed using a one-way analysis of variance for these two dimensions of the study. The analysis of variance of the pretests showed that the groups were not significantly different at the start. The RAs also responded to questionnaires concerning behavioral and attitudinal data at the conclusion of the treatment period. Analysis of variance was also applied to data for each of these dimensions of the study.

Advisees selected for the study took part in post-treatment period testing only. They completed the POI, the TSC, and the questionnaires concerning behavioral and attitudinal data. Analysis of variance was applied to the data for each of the dimensions of the study for advisees.

The analyses of variance with one exception did not demonstrate the effectiveness of encounter group experiences for resident advisors in improving dimensions of self-actualization among the advisors or their advisees. Neither subjects in the marathon group nor those in the time-extended group changed significantly from those in the untreated control group.

Advisees of resident advisors in the marathon group changed on one dimension, that of inner-directed satisfying relationships as measured by frequency of self-initiated satisfying relationships with peers and/or faculty experienced each month. This result suggests that the advisees of the RAs in the mara-

tion group sought new relationships. This seeking behavior on the part of the advisees may have been the result of increased warmth and relatedness between the advisees and the RAs who participated in the marathon group.

Resident advisors who participated in the encounter groups also responded to a questionnaire concerning their perceptions of the group experience. They perceived their participation in the groups as valuable to them personally and as RAs. Participants in both groups unanimously and without solicitation recommended that the encounter group be made an integral part of the RA training program. These perceptions gave support to the experiential value of the encounter groups.

Limitations to this study include the influence of the personality, skill, style, and theoretical orientation of the leader; the relatively brief time period before outcome measurement, possible contamination of data by interaction among members of treatment and control groups; and the random assignment of subjects which precluded manipulating group composition in ways purported to maximize individual and group growth and change. A reassessment of process is a consideration for future research as a means of identifying some of the complexities of interpersonal and intrapersonal interactions which are more like real-life situations than those which one dimensional or even multi-dimensional tests can evaluate.

Findings of this study do not support the enthusiasm for encounter groups reported in recent literature. Results demonstrated that the treatments had no significant effect on self-actualization and some of its behavioral correlates. Based upon these outcomes, the encounter group at this time holds promise for the mental health practitioner only in its perceived experiential value for the participants.

Order No. 73-10,935, 156 pages.

## DEVELOPMENT OF A REPLICABLE GROUP VOCATIONAL COUNSELING PROCEDURE FOR USE WITH COMMUNITY COLLEGE STUDENTS

Ann Jarvis FOGEL, Ph.D.
University of California, Los Angeles, 1973

Chairman: Professor Charles C. Healy

The purpose of this investigation was to develop and examine the effectiveness of a group vocational counseling procedure designed to bring about cognitive, affective and behavioral changes in community college students. An additional purpose was to assess the replicability of the procedure. The procedure applied Donald Super's self-concept theory of vocational choice and incorporated three research-based counseling techniques: reinforcement, modeling, and simulation. It also applied a decision-making model which directed students to formulate goals, alternatives, information required, outcomes and plans.

The procedure was developed using a formative evaluation process during a pilot study and a final study. Both studies were conducted at West Los Angeles College. During the pilot phase, two groups of five students each met weekly for six weeks with the investigator. After each meeting with Group One the procedure was revised using group process measures and audio-tape feedback. The revised procedure was applied with Group Two, again monitored and revised.

The final study sample included 34 college students. Twenty-two were assigned to four experimental counseling groups, and twelve were assigned to no treatment control status. Three female counselors were trained to conduct the counseling groups; one counselor conducted two groups and the remaining counselors conducted one group each. Each group met weekly for five weeks.

The independent variable in this study was an empirically and theoretically developed mode of counseling. It was defined operationally in five components. They were: (1) specification of counselor verbal responses, (2) specification of counseling goals and subgoals for five counseling Phases, (3) specification of structured discussion materials, (4) specification of counselor resource materials, (5) specification of counselor strategies for coping with a variety of counseling situations.

The content of the five Phases focused on establishing group cohesion, articulating self-concept in vocationally relevant terms, summarizing self-concept and relating it to vocations, developing a decision-making strategy and planning for the future.

Seven hypotheses predicted that experimental subjects would demonstrate significantly greater change than control subjects in respect to the seven dependent variables. Results indicated that experimental subjects were significantly more able than control subjects to list more factors important in vocational decision-making, to state a decision-making process, to list sources of vocational/educational information. They were also better solvers of vocational problems than control subjects as measured by a standardized career maturity inventory. In addition to these cognitive outcomes, counseled students felt they accomplished more vocational counseling goals and were more certain of their future direction than non-counseled students. There were no statistically significant differences between experimental and control subjects in the level of satisfaction with present choice of occupation nor in the amount or variety of information-seeking behavior. No statistically significant differences related to sex of counselee, counselor variables or group composition were found. Analysis of variance and analysis of covariance techniques were used to analyze the data.

In addition to the findings relating to changes in counselees, the study indicated that the mode of group vocational counseling developed for this study was replicable, that is, could be taught to counselors who could then repeat the counseling procedures to achieve similar results.

Order No. 74-11,525, 185 pages.

## THE INFLUENCE OF VARIOUS GROUP COUNSELING PROCEDURES ON CERTAIN PERSONALITY TRAITS AND WEIGHT CONTROL AMONG OBESE WOMEN

Roslyn Hammer HOROWITZ, Ph.D.
University of Miami, 1973

Supervisor: Carolyn S. Garwood

This study investigated the effectiveness of four treatments upon certain personality traits and weight control among obese women. Experimental conditions included three approaches to group counseling. The first approach was the Basic Encounter Group (Rogers, 1967). The second was the Human Relations Training Laboratory (NTL, 1969). The third was Self-Confrontation via Videotape (Stoller, 1968). The fourth treatment was a control condition.

The personality traits studied were self-esteem, body-cathexis, dogmatism and internal-external control. Weight control was defined as weight loss and maintenance of loss. Additional questions investigated were estimation of body size, the critical period of age of onset of obesity, and the relationship of weight loss to personality change.

Group members were selected from a nonprofit, all-female diet organization. The 48 obese women were randomly assigned to the four treatment groups.

Those members in the experimental treatment groups met for 2 hours weekly for 12 consecutive weeks. The control group met twice, at the pre- and posttest periods.

The instruments utilized included the following: 1. The Biographical Inventory. 2. Weight, as recorded by the diet club. 3. The Rosenberg Self-Esteem Scale (1965). 4. The Body-Cathexis Scale (Secord & Jourard, 1953). 5. The Dogmatism Scale, Form E (Rokeach, 1960). 6. The I-E Scale (Rotter, 1966). 7. The Mirror Image Drawing Test (devised by the experimenter). 8. The Facilitator Rating Scale, an eight-item modi-

tication of the Koenig and Masters Scale (1965).

The experimenter facilitated all groups. In order to control for the experimenter variable, the experimental groups responded to the Facilitator Rating Scale. Analysis of variance yielded results which indicated that the groups were not significantly different in their perceptions of the facilitator. It was therefore assumed that there were no experimenter effects in the result of the study.

The research was based on the pretest posttest design for the personality variables, with an additional 6 week followup measure for weight control. Statistical treatment of the data included analysis of covariance, orthogonal planned comparisons, and analysis of variance. The critical values were set to establish significance at the .05 level.

The hypotheses and findings were as follows:

Hypothesis 1: "As a result of participation in any of the experimental treatment groups, there will be greater weight loss and maintenance of weight loss than for those persons not in the treatment groups." This hypothesis was accepted.

Hypothesis 2: "After treatment, the three experimental groups will differ from the control group in measurement of the four personality traits." This hypothesis was not accepted.

Hypothesis 3: "Each treatment will have a differential effect on weight control and the four personality traits." This hypothesis was not accepted.

Hypothesis 4: "The obese woman overestimates her actual body size." The 48 women overestimated their body size on the Mirror Image Drawing Test. This hypothesis was accepted.

Hypothesis 5: "Those women who become obese during the critical period of adolescence will have less success in weight loss than those who become obese either during childhood or following the adolescent period." This hypothesis was not accepted.

Hypothesis 6: "Weight loss is related to change in personality irrespective of treatment." This hypothesis was accepted in the measurement of body-cathexis, but none of the other variables.

Within the limits of this study, these findings led to the following conclusions: 1. Obese women who participate in group counseling, the goal of which is weight control, experience success in weight control. 2. Obese women who participate in group counseling, the goal of which is weight control, may not expect significant changes in all four personality traits tested. 3. All three counseling procedures are equally effective in success with weight control. 4. Obese women experience distortions in body image. They view themselves as larger than they are. 5. The age of onset of obesity has no effect upon success in weight control. 6. Women who lose weight develop a greater acceptance of their bodies. Order No. 73-25,910, 206 pages.

## GROUP SIZE: ITS EFFECTS ON GROUP PERFORMANCE AND SUBSEQUENT INDIVIDUAL PERFORMANCE

Bruce Wayne JORGENSEN, Ph.D.
University of Massachusetts, 1973

This study was designed to test the effects of group size and leadership on group performance and on subsequent individual performance for one type of task. The subjects' task was to correctly answer a series of 8 multiple-choice questions. Performance predictions were made using Steiner's (1966, 1972) model of group productivity:

Actual productivity = Potential productivity - Process losses.

Subjects' performance on the task was to provide the following information: (1) the initial level of ability of subjects; (2) the ability of groups of differing size and leadership to utilize their resources; and (3) the ability of individuals to benefit through the acquisition and retention of information, as a function of their experience on a group task.

The main predictions of the study were: (1) Group performance on the task would be a positive function of group size. Process losses were not expected to be great within the range of sizes tested, for this performance criterion. (2) Subsequent individual performance on the task would be a curvilinear function of group size, with the best performance by individuals from groups of intermediate size. The requirements imposed by this second criterion, individual learning, implied additional process losses, primarily due to the reduced involvement of less competent members in the group process of the larger groups. It was thought that this decrement in participation would render the group decision less salient for later recall. (3) Group discussion would facilitate the acquisition of knowledge. The acquisition process was conceived of as having two steps, the selection of a correct answer by the group, and the acceptance and retention of the group answer by individual group members.

A pilot study supported the three main hypotheses. The main study also tested hypotheses that task performance would be better, for groups and individuals, due to process loss reduction, (1) when a discussion leader was selected prior to the group effort on the task, and (2) on later questions of the task.

Subjects worked on the task on two occasions, separated by about a week. In the first session subjects initially answered the eight questions individually ($Time_{1i}$). Their performance was a measure of their initial ability level.

Immediately after completing the questions individually, subjects were assigned to groups of varying sizes to again work on the same task ($Time_{1g}$). Subjects were assigned to units of 1, 2, 3, 5, and 7 members. Persons in groups of 2 and larger were encouraged to work cooperatively with other members of their group. Half of the units were given instructions to select a leader whose responsibilities included insuring that all members participated in the task effort.

Approximately one week after the $Time_{1i}$ and $Time_{1g}$ administrations, subjects again attempted to correctly answer the same set of eight questions, all subjects working as individuals ($Time_{2i}$). Subjects were given no prior warning of the $Time_{2i}$ administration.

Results confirmed the first main hypothesis, that group performance would be a direct function of group size. At $Time_{1g}$ scores on the task were a significant direct function of group size.

The second main hypothesis, that subsequent individual performance would be a curvilinear function of discussion group size, was not confirmed. $Time_{2i}$ performance remained a positive function of size with the best scores on the task by members of groups of 7, followed by members of groups of 3.

The third main hypothesis, that group discussion would facilitate the individual acquisition of knowledge, was confirmed. Subjects who had discussed the questions in groups at $Time_{1g}$ performed significantly better than non-experimental students working on the task for the first time at $Time_{2i}$. Subjects who had worked individually at $Time_{1g}$ performed no better at $Time_{2i}$ than the non-experimental students.

Subordinate hypotheses, that performance would increase with a selected leader, and over time on the task, were not confirmed for $Time_{1g}$ or $Time_{2i}$ performance.

Key conclusions reached in the study were:

(1) Groups can be very adaptive. It appears that groups' process and structure changes can effectively postpone process losses as group size increases. The adaptive changes can be made consciously or unconsciously by group members. The apparent increase in effective process for certain "critical" group sizes suggests that group members recognize the need for procedural changes when process becomes ineffective. Subject reports indicating that motivation decrements in larger groups are greater for less competent members, suggest that an appropriate weighting of members' contributions can be reached inadvertently, postponing process losses.

(2) More must be known about how group size and task affect process losses before Steiner's (1972) group productivity model can be used effectively to predict actual group performance. For, although the model allowed an accurate prediction of group performance in this study, process losses appeared

to remain fairly constant over all group sizes tested, rather than increasing with group size as was expected. Process changes seem to be greater for some critical group sizes, rather than continuous over all sizes. Perhaps these critical sizes are primarily a function of task type.

(3) The two-step conception of learning in groups, utilized to predict individual learning in this study, must be explored further. The second step of the process, individual acceptance and learning of the answer selected by the group, was expected to be facilitated by participation in the decision-making process. Although members of smaller groups, where a greater amount of individual participation was expected, tended to remember a greater percentage of correct answers from the group discussion, instructions to select a group leader had no significant effect on subjects' ability to remember correct group decisions. Subject reports indicated that participation was greater for groups instructed to select a leader, so participation per se may not be the key. It is possible that the extent one associates himself with the group's choice of a correct answer determines the extent to which that answer is internalized or accepted by the individual. Group size, as well as actual participation levels, could affect this internalization process.

(4) Groups can be effective facilitators of the individual acquisition of knowledge. Considering the many possible criteria of success for a group examination, the group size of 3 was recommended. Order No. 73-31,101, 111 pages.

## AN EXPERIMENT WITH EARLY GROUP COUNSELING PRACTICUM IN A CHICANO COUNSELOR TRAINING PROGRAM

Ruben LEON, Ph.D.
University of Southern California, 1973

Chairman: Professor Ofman

Purpose: This study was designed to evaluate an experimental counselor training sequence–calling for an earlier and more extensive field-practicum experience–as compared to a traditional training sequence. Differential counselor competency effects of the experimental early practicum condition were determined in two ways:

1. On the Webb-Harris Word Meaning Test–a semantic differential technique–individual pairings of the concept "Me" with twelve other concepts were used to measure counselee attitudinal change in School Related Areas, Self-Valuation and Self-Perception, and Socialization.

2. On the Butler Q-Sort, in both pre- and posttesting, each youngster did a real-self and an ideal-self sort. Sort comparisons measured prepost gain in (1) discrepancy between a student's real-self and his ideal-self and (2) discrepancy between a student's real-self sort and a judges criterion sort.

It was hypothesized that posttest gain scores of groups counseled by the early practicum counselors in Phase II would be significantly greater than the scores of the traditionally trained and the early practicum Phase I groups.

Procedures: Three hundred three sixth and ninth grade students from five elementary and four junior high schools in East Los Angeles participated. Nine bilingual Chicano counselor trainees were the group counselors.

In Phase I five of the trainees were randomly assigned to the experimental condition. Each early practicum trainee counseled two randomly selected and assigned groups. The remaining trainees were doing no group counseling. All trainees were concurrently pursuing a traditional training format of counselor education. In Phase II all trainees counseled two groups. For each counseled group there was a corresponding noncounseled control group. On completion of Phase II results from both phases of the study were compared Posttest comparison data were grouped according to condition and treatment level and subjected to an analysis of variance.

Findings: In School Related Areas significance was found only in relation to the pairing of "Me" and "Obeying the Rules." A significant overall effect of condition was noted. No significant differences were found between experimental and control groups. No significant differences in Self-Valuation were found within or between any groups. Shifts in Self-Perception showed some significant gain patterns on the pairing "Me" and "Fighting." These data rejected three and failed to reject two corresponding null hypotheses. Results were reported as confounded and inconclusive since observed movement did not conform with predicted patterns. On Socialization no significant differences were found.

Conclusions: Impactful confounding variables which appeared to engender an increasingly agitated and uneasy psychological climate in the participating schools were taken into consideration in the interpretation of the findings. Also considered were (1) the possibility of negative test-set among participating youngsters; (2) the possibly erroneous expectancy that significant self-concept change would occur within a brief 13-week time span; (3) the possibility that reading deficiencies may have tended to confound testing outcomes; and (4) the probability that some participants were tired, antagonistic, and apprehensive of tests not based on familiar school subject matter.

Change by the noncounseled groups in Phase II toward a closer identification with "Fighting" seemed to parallel and may have reflected the increasing tension and unrest which was evident in the general student population at the time. It was posited that in the light of the critical atmosphere which prevailed, the fact that counseled groups did not also move in a negative direction suggests the possibility that the Chicano counselors may have tended to exert a positive influence upon counselee shifts in self-perception. Findings on the "Fighting" and "Obeying the Rules" concepts indicated the possibility of trends in the predicted directions and some support, although not significant, was given to the major hypothesis.

Continued Chicano-oriented research was recommended and specific areas and design modifications were listed.
Order No. 73-7237, 153 pages.

## THE EFFECTS OF INTERPERSONAL GROWTH CONTRACTS AND LEADER EXPERIENCE ON THE PROCESS AND OUTCOME OF ENCOUNTER GROUPS

MAGYAR, Charles Wesley, Ph.D.
The University of North Dakota, 1973

Adviser: Professor Robert Apostal

Egan (1970) and Mowrer (1972) recommend that encounter groups be structured by means of a contract designating goals, activities, techniques and methods. It was reasoned that such a contract may diminish the need for an experienced leader in group encounter. Therefore, the purpose of this study was to examine process and outcome variables of encounter groups wherein a personal growth contract and leader experience were the independent variables. The measure of process change was the Hill Interaction Matrix--Form G (HIM-G); the measure of outcome change was the Hill Interaction Matrix--Form B (HIM-B).

The following null hypotheses were tested:

1. There is no significant difference between the contractual groups and the non-contractual groups on the variables of the HIM-B from pre to post-testing.

2. There is no significant difference between the groups facilitated by experienced leaders and those facilitated by inexperienced leaders on the variables of the HIM-B from pre to post-testing.

3. There is no significant difference between the contractual groups and the non-contractual groups on the process variables of the HIM-G.

4. There is no significant difference between the groups facilitated by experienced leaders and those facilitated by in-

experienced leaders on the process variables of the HIM-G.

5. There is no significant difference among means of the four groups from first through eighth sessions on the process variables of the HIM-G.

Thirty-six volunteers from a freshmen and sophomore humanities class at the University of North Dakota were randomly assigned to one of four basic encounter groups. One experienced group leader facilitated two groups, one with benefit of a contract specifying appropriate group behaviors and one without such a contract. An inexperienced leader also facilitated two groups, one with contract and one without. Groups met for a get-acquainted-meeting and eight two-hour sessions over a period of four weeks. All meetings were tape recorded and were later rated according to the HIM variables by eight trained raters.

The following findings resulted from the investigation: The non-contractual groups received significantly higher scores than the contract groups on the HIM-B variables of relationship-speculative and topic-conventional. There were no significant differences between the contract groups and non-contract groups on the other fourteen variables of the HIM-B. There were no significant differences between the experienced leader groups and inexperienced leader groups on the sixteen variables of the HIM-B. The contract groups received significantly higher scores than the non-contact groups on the HIM-G variables of personal-speculative, relationship-assertive and risk ratio. The non-contract groups received significantly higher scores than the contract groups on the HIM-G variable of relationship-responsive. There were no significant differences between the contract and non-contract groups on the remaining nineteen scores of the HIM-G. A significant interaction was obtained between the contract/non-contract groups and sesions on the HIM-G variable of risk ratio. A significant interaction was also found between the contract/non-contract groups and the experienced leader/inexperienced leader groups on the HIM-G variable of speculative-personal. No other interactions were significant. The inexperienced leader groups received significantly higher scores than the experienced groups on the HIM-G variables of topic-responsive, topic-conventional, group-assertive and risk ratio. The experienced leader groups received significantly higher scores than the inexperienced leader groups on the HIM-G variables of relationship-assertive, work ratio and quadrant 4 ratio. There were no significant differences between the experienced leader and inexperienced leader groups on the remaining sixteen variables of the HIM-G. There were no significant differences among session mean scores on the HIM-G variables.

The results suggest that structuring within the group setting enhances the therapeutic stance of the group. The structured encounter groups had more interaction about particular group members, had more argumentative discussion about intra-group relationships and entered into risky conversation more frequently. The unstructured groups were more dependent on the leader when discussing the interrelatedness of group members. The results also suggest that the experienced leader is more effective than the inexperienced leader in maintaining a therapeutic orientation. The experienced leader groups had more interaction about particular group members independent of other group members, spent a greater proportion of time doing therapeutic work as opposed to prework, and spent a greater proportion of time engaging in member-centered work as opposed to topic-centered work. Other observations about encounter groups made from this study are that the contract proposed by Egan (1970) is an effective structuring device, the use of structuring does not reduce the need of leader experience, and leader experience does not eliminate the usefulness of structuring.

Order No. 74-14,907, 109 pages.

## INFLUENCING BELIEF SYSTEMS THROUGH TEACHER IN-SERVICE TRAINING AND STUDENT GROUP COUNSELING

I. Dale POLLARD, Ed.D.
Oklahoma State University, 1973

SCOPE AND METHOD OF STUDY: The program of public education is not just a cognitive enterprise. Students must become beneficiaries of well planned educational programs designed to promote affective development also. Research supports the probability of development in this domain becoming inhibited or facilitated as interaction occurs between the teacher and student. Therefore, ways of working with teachers and students are needed in public education in order for growth to begin and continue in this vital area.

This study is an empirical investigation into the effects of two specific approaches on teachers' belief systems. The effects on students' belief systems were also observed after using another approach. Thirty teacher subjects from 38 faculty volunteers were randomly assigned to one of three groups: two experimental groups and one control group. Fifty-two student volunteers were also randomly assigned to an experimental or control group. The research design for all groups was the Posttest Only-Control Group Design. The teachers used in the sample were employed by a medium sized public school system in Oklahoma. The students were seniors of the same school.

The treatment for teachers involved an in-service training package consisting of group discussion, readings, and listening to prerecorded tapes. Students, on the other hand, were requested to participate in group discussion only. After the conclusion of eight sessions for teachers and five sessions for students, the Conceptual Systems Test was administered to all experimental and control groups. Statistical analysis of the data was done first with total and then factor scores of the Conceptual Systems Test utilizing an one-way analysis of variance for all groups. An F test was computed to determine significant differences in all comparisons. Subjective and informal objective test data were also presented as an adjunct to the formal investigation.

FINDINGS AND CONCLUSIONS: The results of this study reveal that teachers involved in in-service training consisting of group discussion, readings, and listening to prerecorded tapes do not change significantly in their belief systems as a result of the experiences. Likewise, students' belief systems were not affected significantly after participating in group discussions.

The researcher concludes that the results were helpful in providing additional insight into the (1) relative stability of attitudes and beliefs, (2) possible differential effects of using volunteers instead of representatives from the entire population of teachers and students, and (3) prospects of simultaneous scheduling of teachers with students producing desirable affective results.

Although the former analysis of Conceptual Systems Test scores revealed no significant findings, subjective and informal test data suggest tendencies of subjects to move toward the desired goals.

Order No. 74-8099, 111 pages.

## A STUDY OF SHORT-TERM GROUP COUNSELING WITH EDUCABLE MENTALLY RETARDED STUDENTS IN A JUNIOR HIGH SCHOOL

Pearl Steelman POOLE, Ed.D.
North Carolina State University at Raleigh, 1973

Supervisor: William E. Hopke

The purpose of this study was to evaluate the effectiveness of a program of group guidance that was conducted with two groups of mentally retarded students over a period of three months. Group one, composed of 18 students (subdivided into

groups of nine), participated in 12 group counseling sessions during the first half of the experimental period; while group two composed of 18 similar students, were not receiving counseling services. During the second half of the experimental period, students in group two were involved in 12 group counseling sessions while group one served as the control group.

In order to measure student progress, the 36 students in the two groups were administered reading, arithmetic, listening, and self-concept tests at the beginning of the experimental period, after the first guidance sessions, and at the end of the second guidance session. The assessment instruments were the Tennessee Self Concept Scale, the Wide Range Achievement Test, and the Listening Test of the Sequential Tests of Educational Progress. Also, the counselor involved in the project and two teachers of the students assigned progress ratings at the end of the project on the characteristics which follow: self-confidence, personal appearance, initiative, self-reliance, adjustment to peers, adjustment to adults, academic performance, morale, listening ability, school attendance, and attention span. In addition to collecting these data, the counselor recorded case study observations on each of the students.

Analysis of data warranted the following conclusions:

1. Educable mentally retarded students can profit from special group counseling. This conclusion is based on the fact that the students involved in this study made dramatic gains in reading and substantial gains in arithmetic. This conclusion is also corroborated by the favorable progress ratings and case study observations made by the counselor involved in the project.

2. Students who made progress during a period of extensive counseling tend to continue to improve after the counseling activities are discontinued. All three raters believed that students in group one generally made more progress than students in group two.

3. The counselor was more favorably impressed with the students' progress than were the two teachers.

Order No. 73-29,569, 127 pages.

## THE EFFECTS OF GROUP COUNSELING ON THE BEHAVIOR OF JUVENILE PROBATIONERS

John Edward SMITH, Ed.D.
Lehigh University, 1972

This study was designed to compare the effects of group counseling by trained counselors and group counseling by probation officers on the behavior of juvenile probationers.

The following question was of primary concern:

> Would group counseling by trained counselors or group counseling by probation officers be more effective than no treatment in reducing the number of probation failures of juvenile probationers?

Of secondary concern was the following question:

> Would group counseling by trained counselors or group counseling by probation officers be more effective than no treatment in increasing the level of social adjustment of juvenile probationers?

The study was conducted in the Morris County Probation Department from May to September, 1971. The sample of 63 male juveniles was randomly selected from a population of 75 probationers, aged 14 to 16 who were not known drug addicts or involved in other treatment programs. The subjects were randomly assigned to six treatment and three control groups. Each treatment group met for 75 minutes weekly for a period of four months. Three counselors and three probation officers were randomly assigned to the six treatment groups.

The counseling model employed in this study was the common problems model, which attempts to deal with the real problems of group members. The group leaders encouraged participation by responding to group members, rather than initiating group discussion. The leaders were accepting and non-judgmental, thereby encouraging the members to examine their attitudes and behavior in a supportive atmosphere. The trained counselors were all recent recipients of Master's degrees in counseling, with limited experience in group counseling. The probation officers possessed Bachelor's degrees and had no group counseling experience, but did complete a four-week training program in group counseling techniques conducted by the investigator.

Probation failure was defined as an offense resulting in extension of probation or incarceration. Those subjects who were adjudicated for one or more offenses committed during the four-month treatment period were considered failures. Another determination was made during a two-month follow-up period, thus providing the number of failures over a six-month period.

The hypothesis, that group counseling by trained counselors or group counseling by probation officers would be more effective than no treatment in reducing probation failure was not supported. The Exact Test for the difference between proportions indicated no significant differences between either treatment group and the control group at the end of either four or six months. It should be noted that there was a tendency for both group counseling treatments to have lower failure rates than the control treatment. The failure rates at the end of six months were: counselors, 5 per cent; probation officers, 10 per cent; and controls, 25 per cent.

All subjects completed the California Psychological Inventory before and after the treatment period. A one-way analysis of variance was applied to the difference scores for each of the following scales: Responsibility, Socialization, Self-Control, Tolerance, Good-Impression and Communality.

The hypothesis, that group counseling by trained counselors or group counseling by probation officers would be more effective than no treatment was supported by the differences on two scales.

Scheffe's Comparisons Test indicated that the Tolerance difference scores were significantly greater for both the counselors' groups and the probation officers' groups, when compared with the control groups' scores. The comparisons test also indicated that the difference scores on the Socialization scale were greater for the probation officers' groups than for the control groups.

The effectiveness of both the counselors and the probation officers in increasing tolerance, and the probation officers' effectiveness in increasing socialization indicates that group counseling can produce positive changes in the attitudes of juvenile probationers. The finding that probation officers, with limited training, tended to be at least as effective as the trained counselors, supports the literature and suggests that the trained paraprofessional is a potentially effective group counselor. The performance of both counselors and probation officers is somewhat encouraging.

The finding that a short-term group counseling program can have positive effects on certain measures of social adjustment is especially important. Probation terms generally are for a period of one year. The number of juveniles under probation supervision in a typical department dictates that short-term treatment programs be implemented in order to reach a majority of the population. Successful completion of probation is important to the individual and to society. Therefore, further research to evaluate this treatment and other short-term group counseling treatments is warranted.

In conclusion, the partial support of the hypothesis, that group counseling by trained counselors and probation officers can increase social adjustment warrants further research. The tendency of group counseling to effect lower rates of probation failure also supports further investigation. The lack of the demonstrated efficacy of group counseling to significantly reduce probation failure contradicts some of the literature proposing group counseling as an integral part of the treatment program for juvenile offenders.

Order No. 73-4284, 108 pages.

## THE EFFECTS OF LONG-TERM GROUP COUNSELING ON ACADEMIC PERFORMANCE AND CERTAIN NONCOGNITIVE PERSONALITY VARIABLES OF STUDENTS IN A GENERAL EDUCATION PROGRAM

Michele F. STIMAC, Ed.D.
Boston University School of Education, 1973

Major Professor: James F. Penney

The purpose of this study was to examine the effects of long-term group counseling on academic performance and on noncognitive personality variables of freshmen in a general education program. The independent variable was long-term group counseling--15 sessions spanning the entire academic year. The dependent variables were: grade point average, a measure of academic performance; continuation in school; and three instruments administered post treatment and involving noncognitive personality variables: Test of Effective Academic Motivation (TEAM), Peer-rating Scale, and Faculty-rating Scale.

The population consisted of 160 freshmen at Boston University College of Basic Studies (CBS) who were predicted least likely to succeed academically. Prediction equations contained TEAM and SAT scores and the demographic variable of residential status.

The 160 students were randomly assigned to an experimental group of 80 students and a control group of 80. When the experimental group was invited to group counseling, 43 responded positively, the cooperative group, while 37 responded negatively, the noncooperative group. The cooperative group was randomly subdivided into 4 counseling groups consisting of 10 or 11 students. Four professionally trained members of the Psychology and Guidance Department at CBS served as counselors. Counselor controls were the Barrett-Lennard Relationship Inventory and evaluation of taped counseling sessions.

A limitation of the study was that participation in group counseling was invitational. Those who accepted manifested a motivational factor that could influence the results of the counseling experience. An attempt to control this limitation was made by considering both the cooperative and noncooperative groups as the total experimental group in the final data analysis.

Several unforeseen problems complicated the study. Some students perceived the invitation as a designation that they were "poor students" which predisposed them to view the program negatively. Students' commitment to counseling waned because they received no academic credit for it. Some counselors required an inservice training program, a fact recognized only post facto. Administration of the TEAM at the end of the counseling process was interferred with when students proclaimed a STRIKE.

Analysis of the Barrett-Lennard Relationship Inventory reflected that counselees' perceptions of counselors did not differ significantly in the four counseling groups. However, judges of taped sessions concluded that one counselor manifested greater expertise over the others. Only his group and one other persevered for 15 sessions with diminished membership. A third group dissolved after 7 sessions and the fourth never established cohesiveness at all.

Basic statistics and t-test comparisons were performed to determine significant statistical differences in data on the dependent variables. The crucial comparison was between experimental and control groups. Further comparisons were made between cooperative and noncooperative groups and between counseling groups. Conclusions based on these statistical findings were that group counseling did not affect grade point average, a measure of academic performance; continuation in school; or noncognitive personality factors as reflected in scores on the TEAM, Peer-rating Scale, and Faculty-rating Scale.

These findings, however, must be interpreted in perspective. Because of unforeseen problems in the study, the dependent variable was never really manipulated. Long-term group counseling as designed for 40 students was not effected. Only 9 students persevered in long-term group counseling and a clinical examination of their GPA indicated that their academic performance was positively affected. The statistical analyses did not really measure the variable of long-term group counseling.

It is recommended that further research attempt to remove problems and variables that contaminated the counseling process in this study so that findings will truly reflect the effects of long-term group counseling on academic performance and noncognitive personality factors of students in a general education program. Order No. 73-23,618. 225 pages.

## A COMPARATIVE STUDY OF TWO GROUP LEADERSHIP STYLES

Gordon MacLean THOMPSON, Ph.D.
Arizona State University, 1973

Supervisor: Garth Blackham

### The Problem

This study contrasted two models of personal growth group leadership behavior: the structured and the non-structured approaches. In summary form, here are the three null hypotheses which were formulated. There will be no significant differences between the nonstructured leadership style groups and the structured leadership style groups regarding 1. the proportion of group interaction occurring in certain specific "on target" cells of the Hill Interaction Matrix-SS; 2. individual participants' awareness of how they were perceived by other participants in their group as measured by the Style of Relatedness Scale; and 3. individual participants' evaluation of the group experience as measured by the evaluation rating scale of the Participant Evaluation Questionnaire.

### The Sample

The sample for this study was drawn from Counselor Education classes at the California State University, San Diego during the summer of 1971. Thirty-two subjects and two leaders participated in the study.

### The Procedure

Subjects and leaders were randomly assigned to four groups. Each leader had two groups. In one he used the structured leadership style and in the other he used the nonstructured leadership style.

The groups met for 20 minute lectures and for 90 minutes of group interaction on five consecutive days. On the first day, all groups met as leaderless groups. On the second, third, and fourth days two groups met as non-structured groups and two of the groups met as structured groups. On the fifth day, all groups met as nonstructured groups. The group interaction was tape recorded on the first and fifth days for rating using the Hill Interaction Matrix-SS. Following the last meeting, the participants were asked to fill out the Style of Relatedness Scale and the Personal Evaluation Questionnaire.

### Statistical Treatment

The partition chi-square statistic was used to analyze the data obtained using the Hill Interaction Matrix-SS. The Style of Relatedness Scale data and the Personal Evaluation Questionnaire data were analyzed using the factorial analysis of variance statistic.

Results

Comparisons and interactions between leaders and leadership styles were made using the HIM-SS. The Confrontive Work Style category of responses were considered to be "on target" responses in the group interaction. Significant differences were found between groups with differing leadership styles ($p < .001$) and between groups with different leaders ($p < .001$). The interaction of leaders, leadership styles, and responses was also significant ($p < .001$). The first null hypothesis was rejected. However, due to the significant interaction of leaders X responses and leaders X leadership styles X responses and because of certain methodological problems, it cannot be concluded that the treatment effect alone was the cause of the rejection of the null hypothesis ($Ho_1$). The exact effect of the treatment as related to group interaction patterns cannot be ascertained from this study.

The SRS data yielded no significant differences between groups with differing leadership styles. Thus, the second null hypothesis was accepted. There was a significant difference between groups with different leaders ($p < .05$). The cause of this difference could not be determined.

The PEQ data yielded no significant differences. Therefore, the third null hypothesis was accepted.

Order No. 73-8226, 172 pages

## A COMPARISON OF THE EFFECT OF TWO FORMS OF GROUP PSYCHOTHERAPY ON THE TREATMENT OF MARITAL DISCORD

Joseph Stephen ZIEGLER, Ph.D.
University of Pittsburgh, 1972

Mental health centers are currently using both, the brief forms of group psychotherapy (one and one-half hour sessions over a period of time) and the extended forms (a single session of a long duration). The short forms of group treatment are generally accepted as an effective treatment mode, but the extended forms are being questioned.

Two questions are basic to this study: (1) whether the extended form is more effective than the short form in the treatment of marital discord, and (2) whether the extended form produces lasting effects.

The El Sanoussi Multiphasic Marital Inventory was administered to applicants for mental health services in order to select 12 couples experiencing approximately the same degree of severity of marital discord. These candidates were divided into two groups. Both groups were administered a pre-test consisting of the Omnibus Personality Inventory and the California Test of Personality in order to determine the present personality of each subject.

Group A was treated with the short form for a period of 20 weeks and then post-tested one week later using the same instruments that was used in the pre-test. Group B was treated with the extended form and one week later post-tested. Following an interim of 19 weeks Group B was given a second post-test.

Fifteen personality inventory scales were selected for statistical analysis. These scales conformed to the marital discord discord rationale within the study. Two sets of difference scores were calculated by comparing the post-tests with the pre-tests. From these difference scores, 30 t-test scores were generated. These ranged from a t 1.7 (Impulse Expression) through t = 2.72 (Autonomy). Only one scale (Autonomy, t = 2.72) had significance at the .05 level of confidence. From the statistical results it was concluded that there was statistically significant differences between the two forms when used to treat marital discord.

An inspection of the group mean scores for the scales used in this study indicated both forms of group treatments produced some positive changes. It appeared that the short form produced a wider range of changes while the extended form produced more intense changes on a few of the personal inventory scales. The 30 hours of taped sessions for each group was examined to discover the differences in the group structure and the effects of these differences upon the scores. It was found that there were inherent strengths and weaknesses in both group structures which were presumed to affect the results. For example, the use of time in "warm-up" and the inopportune terminations of each session were perceived as weaknesses in the short form. There appeared to be a strength in the between session time. The major weakness of the extended form was the extreme fatigue of the participants and the leader. The strength of this form of treatment lay in that no weekly warm-up time was lost and there was no need to terminate at inappropriate points.

Although the extended form proved no more effective than the short form of group psychotherapy in the treatment of marital discord, it presents two implications important for the delivery of mental health services. First, it presents patients with an optional mode of treatment which is capable of producing positive change in a shorter period of actual time. Second, it presents patients with a mode of treatment which may be more convenient in terms of simple logistics, such as time, baby sitting, and travel.

The study highlighted several questions which need additional research. For example, is the treatment of couples conjointly in group psychotherapy more effective than when the individual spouses are treated in separate groups, importance, the dynamics, and effects of the between session interaction which takes place in the short form, the effects of mild versus extreme fatigue upon group interaction, and the effect of communal meals in the extended form.

Order No. 73-13,262, 142 pages.